



## TEACH Public Schools

### TEACH Regular Board Meeting

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#### **Date and Time**

Tuesday July 30, 2024 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 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.  
Los Angeles, CA 90044

and Via Zoom:

Topic: TEACH Regular Board Meeting

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Time: Jul 30, 2024 05:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://teachpublicschools-org.zoom.us/j/85050890095>

Meeting ID: 850 5089 0095

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• +1 507 473 4847 US

• +1 564 217 2000 US

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• +1 689 278 1000 US

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Meeting ID: 850 5089 0095

Find your local number: <https://teachpublicschools-org.zoom.us/u/keaMffCUu6>

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**THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE**

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

**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**

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**FOR MORE INFORMATION**

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Location: TEACH Academy of Technologies, Theater  
10000 S. Western Ave  
Los Angeles CA 90047

Alternate Public Access Locations:

Topic: TEACH Regular Board Meeting

Time: Jun 18, 2024 05:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://teachpublicschools-org.zoom.us/j/82004580755>

Meeting ID: 820 0458 0755

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Los Angeles, CA 90044

**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

	Purpose	Presenter	Time
<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 than 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 Board Agenda and the Minutes of the June 18, 2024 Meeting	Vote	Cecilia Sandoval	5 m
<b>III. Items for Potential Action</b>			<b>5:12 PM</b>
<b>A.</b> Fiscal Report	FYI	Richard McNeel	8 m
<b>B.</b> Consider and Approve the Student and Parent Handbooks for TEACH Tech Charter High School, TEACH Academy of Technologies, and TEACH Prep Elementary School.	Vote	Beth Bulgeron	5 m
<b>C.</b> Consider and Approve the School Safety Plans for TEACH Tech Charter High School, TEACH Academy of Technologies, and TEACH Prep Elementary School.	Vote		5 m
<b>D.</b> Consider and Approve the 2024-2025 TEACH Employee Handbook	Vote	Maria Pimienta	5 m
<b>E.</b> Consider and Approve the Updated Job Descriptions for Federally Funded Positions	Vote	Matthew Brown	5 m
<b>F.</b> Consider Purchase of Edmentum Program For High School Chemistry Course	Vote	Raul Carranza	5 m
<b>G.</b> Consider and Approve the Workplace Violence Policy	Vote	Maria Pimienta	5 m
<b>H.</b> Consider and Approve the Updated Independent Study Policy	Vote	Enrique Robles	5 m
<b>I.</b> Consider the Board Reporting Calendar	FYI	Beth Bulgeron	5 m
<b>J.</b> Introductions to Sione Thompson, CSI Coordinator for TEACH Academy of Technologies	FYI	Beth Bulgeron	5 m

	Purpose	Presenter	Time
<b>K.</b> Discuss LAUSD Oversight Reports for TEACH Tech Charter High School, TEACH Academy of Technologies, and TEACH Prep Elementary School	Discuss	Raul Carranza	5 m
<b>L.</b> CEO Report	FYI	Raul Carranza	5 m
<b>M.</b> Closed Session to Consider the Appointment, Employment and Evaluation of the CEO	Vote	Cecilia Sandoval	5 m
<b>IV. Closing Items</b>			<b>6:20 PM</b>
<b>A.</b> Upcoming Meeting Date August 27, 2024 The next Regular Board Meeting is scheduled for August 27, 2024 at 5 pm	FYI	Beth Bulgeron	1 m
<b>B.</b> Adjourn Meeting	Discuss	Cecilia Sandoval	

# Coversheet

## Approve the Board Agenda and the Minutes of the June 18, 2024 Meeting

**Section:** II. Consent Items  
**Item:** A. Approve the Board Agenda and the Minutes of the June 18, 2024 Meeting  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2024\_06\_18\_board\_meeting\_minutes.pdf

DRAFT



## TEACH Public Schools

# Minutes

## TEACH Regular Board Meeting

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### **Date and Time**

Tuesday June 18, 2024 at 5:00 PM

### **Location**

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Los Angeles CA 90010

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1340 W 106th St.  
Los Angeles, CA 90044

and via zoom:

Beth Bulgeron is inviting you to a scheduled Zoom meeting.

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Topic: TEACH Regular Board Meeting

Time: Jun 18, 2024 05:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://teachpublicschools-org.zoom.us/j/82004580755>

Meeting ID: 820 0458 0755

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**Directors Present**

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

**Directors Absent**

*None*

**Ex Officio Members Present**

R. Carranza

**Non Voting Members Present**

R. Carranza

**Guests Present**

B. Bulgeron, M. Brown (remote), R. McNeel (remote)

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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 Jun 18, 2024 at 5:01 PM.

**C. Public Comment**

This item was taken out of order. There was no public comment.

**II. Consent Items**

**A. Approve the Board Agenda and the Minutes of the May 21, 2024 Meeting**

S. Burrows made a motion to approve the minutes from May 21, 2024 TEACH Regular Board Meeting on 05-21-24.

J. Lobdell seconded the motion.

The board moved to approve the consent agenda, approving the agenda for the meeting and approving the minutes from the May 21 meeting.

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

**Roll Call**

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

**III. Items for Potential Action**

**A. Consider and Approve the Termination of the CMO Contract with TEACH Las Vegas**

J. Lobdell made a motion to Approve the termination of the.

S. Burrows seconded the motion.

Matt Brown described the situation with TEACH Las Vegas and how serving the school has become impossible as a result of actions from Board Chair Trish Allison. He described the efforts TEACH has made to turn the school around after the setbacks that occurred in October, the resignations of board members and the efforts made to add new board members that were halted by the Chair. He reported that TEACH has been working with the SPCSA along the way and are aware of the situation. The Board asked about the current ED and Matt stated that he is going to support the schools in California. The board **VOTED** to approve the motion.

**Roll Call**

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

**B.**

## **Fiscal Report**

Richard McNeel reported that the financial report was not ready for the board meeting.

### **C. Consider and Approve the Final Budget for TEACH Public Schools, TEACH Tech Charter High School, TEACH Academy of Technologies, and TEACH Prep Elementary School for the 2024-2025 Fiscal Year**

A. Dragon made a motion to Approve the Final Budget for TEACH Public Schools, TEACH Tech Charter High School, TEACH Academy of Technologies and TEACH Prep Elementary School for the 2024-2025 Fiscal Year.

J. Lobdell seconded the motion.

Richard McNeel presented the high level overview and key highlights of the Final Budget.

He indicated a 1.07% LCDD increase and forecasted modest enrollment growth at each site. He noted that federal funding is down since Covid. TEACH schools are meeting each indicator such as days cash on hand. The budget includes a multi-year projection.

Board Member Lobdell asked about losing two positions.

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

#### **Roll Call**

A. Dragon Aye

S. Burrows Aye

J. Lobdell Aye

M. Maye Aye

C. Sandoval Aye

### **D. Closed Session to Consider the Appointment, Employment and Evaluation of the CEO**

J. Lobdell made a motion to Enter into closed session to consider the appointment, employment and evaluation of the CEO.

S. Burrows seconded the motion.

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

#### **Roll Call**

J. Lobdell Aye

C. Sandoval Aye

A. Dragon Aye

S. Burrows Aye

M. Maye Aye

### **E. Approval of Executive Director's Annual Salary**

S. Burrows made a motion to Approve the proposed annual salary for the Executive Director.

J. Lobdell seconded the motion.

Upon returning from closed session, Board Chair Sandoval reported that the board discussed the ED's performance and wants to approve the salary increase which reflects the increase for all employees.

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

**Roll Call**

S. Burrows Aye

A. Dragon Aye

C. Sandoval Aye

M. Maye Aye

J. Lobdell Aye

**F. Board Resolution Regarding Annual Bonuses**

A. Dragon made a motion to Approve the Resolution for Annual Bonuses.

J. Lobdell seconded the motion.

Matt Brown presented the proposed resolution for annual bonuses and described how it is comparable and competitive with other charter schools.

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

**Roll Call**

S. Burrows Aye

A. Dragon Aye

M. Maye Aye

J. Lobdell Aye

C. Sandoval Aye

**G. Consider and Approve the Education Protection Accounts (EPA Accounts)**

A. Dragon made a motion to Approve the Education Protection Accounts (EPA Accounts).

J. Lobdell seconded the motion.

The Education Protection Account (EPA) **provides local educational agencies (LEAs) with general purpose state aid funding pursuant to Section 36 of Article XIII of the California Constitution.** Matt Brown described the use of funds at TEACH.

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

**Roll Call**

J. Lobdell Aye

S. Burrows Aye

C. Sandoval Aye

M. Maye Aye

A. Dragon Aye

**H. Presentation on the Local Indicators**

Beth Bulgeron presented the local indicator report and described the purpose of local indicators and the self-assessment rubrics that were used to create the data and evaluation within the report.

**I. Consider and Approve the Local Control and Accountability Plans (LCAPs) for TEACH Tech Charter High School and TEACH Prep Elementary School and the LCAP and CSI Plan for TEACH Academy of Technologies**

J. Lobdell made a motion to Approve the Local Control and Accountability Plans (LCAPS) for TEACH Tech Charter High School, TEACH Prep Elementary and TEACH Academy of Technologies.

S. Burrows seconded the motion.

Beth Bulgeron described the process for creating the LCAPs, the purpose of the LCAPs and reviewed the parts of the LCAP, including the key goals for school improvement for each school. Board members asked about stakeholder participation and Beth described the level of participation at each step of the process.

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

**Roll Call**

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

**J. Foster Youth Transportation Plan MOU with LA County**

M. Maye made a motion to Approve the Foster Youth Transportation Plan MOU with LA County.

A. Dragon seconded the motion.

Matt Brown presented the MOU and described how it will support foster youth.

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

**Roll Call**

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

**K. Consider and Approve the Charter Safe Insurance Proposal**

J. Lobdell made a motion to Approve the Charter Safe Insurance Proposal.

A. Dragon seconded the motion.

Matt Brown presented this agenda item and shared with the board that this plan stays with the current provider and that the service was not sent out for additional bids this year.

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

**Roll Call**

A. Dragon Aye

**Roll Call**

M. Maye Aye  
J. Lobdell Aye  
C. Sandoval Aye  
S. Burrows Aye

- L. Consider and Approve the After School Program Services with After School All Stars, Los Angeles, for After School Education and Safety (ASES) Programs at TEACH Preparatory Mildred S. Cunningham and Edith H. Morris Elementary School and TEACH Academy of Technologies and designate Enrique Robles as the authorized Program Officer for the ASES Grants.**

M. Maye made a motion to Approve the ASES program with TEACH schools.

S. Burrows seconded the motion.

Enrique Robles presented the after school program services proposal and highlighted the work they have done in previous years. Board Member Maye asked about the specific services and Enrique stated they provide enrichment activities after school but will be focusing more on academic support in the coming school year.

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

**Roll Call**

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

- M. Approve Annual Contracts for Substitute Teachers- Aptus Group Cross Country Staffing, Scoot Education, and The Education Team; Special Education Services- Comp Therapy; and School Bus Services- A&B Legacy Transports.**

J. Lobdell made a motion to Approve the Annual Contracts for Substitute teachers- Aptus Group Cross Country Staffing, Scoot Education, the Education Team, Special Education Services- Comp Therapy; and Bus Services- A&B Legacy Transports.

M. Maye seconded the motion.

Shawna Lawson gave the presentation on the annual contracts and described the purpose of each proposed vendor. Board members asked about transportation services during the day and Shawna explained that bus shuttles students to and from the park for PE.

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

**Roll Call**

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



**N. CEO Report**

Dr. Carranza recapped year end activities and thanked the board. Board members asked about the open positions and Dr. Carranza replied that the middle school has nine openings and the high school has 5, and the elementary has one.

**IV. Closing Items**

**A. Upcoming Meeting Date July 30, 2024**

Board Chair shared the next meeting date- July 30, 2024

**B. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:11 PM.

Respectfully Submitted,  
C. Sandoval

# Coversheet

## Fiscal Report

**Section:** III. Items for Potential Action  
**Item:** A. Fiscal Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** TEACH-FY23-24 Financial Presentation- as of 06.30.24 Close.pdf



# TEACH Academy of Technologies, TEACH Tech Charter High School, TEACH Prep Elementary, TEACH Public Schools, Cunningham & Morris, LLC, Wooten Avila, LLC and TEACH Foundation, Inc.

Financial Presentation – As of June 30th, 2024 Close- Unaudited Actuals

# Highlights (as of 6.30.24)

- TEACH Academy , TEACH Tech, TEACH Prep & TPS projected surplus, positive cash flow, and positive fund balances at year end.
- TEACH Academy , TEACH Tech, and TEACH Prep projected to either meet or exceed the 45-Day Cash on Hand Requirement.
- TEACH Academy , Teach Tech and Teach Prep all meet and exceed the required Base Rent Coverage Ratio.

TEACH Inc. Board Summaries June 30, 2024				
	TEACH AcadmeY of Technologies	TEACH Tech Charter High	TEACH Prep Elementary	TEACH CMO
<b>Revenue Projected</b>	\$ 9,482,478	\$ 9,200,625	\$ 7,136,791	\$ 2,886,885
<b>Expenses Projected</b>	9,188,842	9,160,353	6,386,349	2,483,010
<b>Surplus/Deficit</b>	293,636	40,272	750,442	403,875
<b>Beginning Fund Balance</b>	6,872,276	8,322,978	2,657,197	242,865
<b>Ending Fund Balance</b>	\$ 7,165,912	\$ 8,363,250	\$ 3,407,639	\$ 646,740
<b>Cash Projected @ 6/30/2024</b>	\$ 5,556,631	\$ 8,277,372	\$ 4,057,788	\$ 1,160,849
<b>Enrollment/ Average Daily Attendance</b>	455/ 410.28	395/ 356.01	274/ 237.65	
<b>Average Daily Cash On Hand Projected @ 6/30/24 (45 req)</b>	221	330	232	
<b>Base Rent Coverage Ratio ( 1.1 req)</b>	2.48	2.16	3.26	

# TPS, Inc.– Financial Position 6/30/24



## TEACH, Inc.

### Statement of Financial Position

For the period ended June 30, 2024

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila, LLC	TEACH Foundation, Inc	Eliminations	Combined
<b>Assets</b>									
<b>Current Assets</b>									
Cash & Cash Equivalents	\$ 3,922,791	\$ 3,639,432	\$ 3,344,817	\$ 1,160,848	\$ 89,505	\$ 361,922	\$ -		\$ 12,519,315
Certificate Deposit	1,672,845	4,637,941	712,971	-	-	-	-		7,023,757
Accounts Receivable	642,964	350,671	138,326	38,300	3,323	-	2,337		1,175,922
Public Funding Receivables	1,487,119	1,094,863	791,552	-	-	-	-		3,373,534
Due To/From Related Parties	765,061	(1,209,965)	837,308	(309,346)	(76,431)	(6,627)	-		(0)
Prepaid Expenses	69,260	75,656	39,856	9,828	-	-	-		194,599
	<b>8,560,040</b>	<b>8,588,598</b>	<b>5,864,831</b>	<b>899,630</b>	<b>16,397</b>	<b>355,295</b>	<b>2,337</b>		<b>24,287,127</b>
Property & Equipment, Net	1,229,293	311,207	191,949	127,570	8,900,491	18,618,703	-		29,379,213
Right-Of-Use Asset, Net	17,675,544	15,368,509	11,569,246	-	-	-	-		44,613,300
Deposits	5,000	171,613	99,750	8,750	-	3,625	-	(141,967)	146,771
Deferred Lease Asset	-	-	-	-	194,312	(55,728)	-		138,584
Investments	-	-	-	-	258,021	266,874	-		524,895
Securities	-	-	-	-	879,778	1,796,825	-		2,676,602
Securities Premium	-	-	-	-	771	(2,018)	-		(1,246)
<b>Total Long Term Assets</b>	<b>18,909,838</b>	<b>15,851,329</b>	<b>11,860,946</b>	<b>136,320</b>	<b>10,233,372</b>	<b>20,628,281</b>	<b>-</b>	<b>(141,967)</b>	<b>32,864,819</b>
<b>Total Assets</b>	<b>\$ 27,469,877</b>	<b>\$ 24,439,927</b>	<b>\$ 17,725,777</b>	<b>\$ 1,035,950</b>	<b>\$ 10,249,769</b>	<b>\$ 20,983,576</b>	<b>\$ 2,337</b>	<b>\$ (141,967)</b>	<b>\$ 101,765,247</b>

Note- Current Assets are 3.55 times more than Current Liabilities – organization does not have significant current debt and is able to meet financial obligations when due.

# TPS, Inc. – Financial Position 6/30/24



**TEACH, Inc.**

*Statement of Financial Position*

For the period ended June 30, 2024

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila, LLC	TEACH Foundation, Inc	Eliminations	Combined
<b>Liabilities</b>									
<b>Current Liabilities</b>									
Accounts Payable	\$ 196,099	\$ 101,482	\$ 154,487	\$ 16,250	\$ -	\$ -	\$ -		\$ 468,317
Accrued Liabilities	499,964	122,040	487,106	398,233	-	-	-		1,507,343
Interest Payable	-	-	-	-	56,917	-	-		56,917
Deferred Revenue	1,679,293	655,291	1,529,538	-	-	111,994	-		3,976,116
Notes Payable, Current Portion	53,194	-	-	-	-	-	-		53,194
Other Short-term Liabilities	313,172	265,745	199,871	-	-	-	-		778,789
<b>Total Current Liabilities</b>	<b>2,741,723</b>	<b>1,144,558</b>	<b>2,371,002</b>	<b>414,483</b>	<b>56,917</b>	<b>111,994</b>	<b>-</b>	<b>-</b>	<b>6,840,677</b>
<b>Long-Term Liabilities</b>									
Notes Payable, Net of Current Po	8,865	-	-	-	-	141,967	-	(141,967)	8,865
Bonds Payable	-	-	-	-	11,740,000	21,680,000	-		33,420,000
Bond Issue Cost	-	-	-	-	(225,891)	(428,506)	-		(654,397)
Discount on Bonds	-	-	-	-	(183,238)	-	-		(183,238)
Premium on Bonds	-	-	-	-	-	1,709,150	-		1,709,150
Other Long-term Liabilities	17,503,192	15,050,738	11,374,054	-	-	-	-		43,927,984
<b>Total Long-Term Liabilities</b>	<b>17,512,057</b>	<b>15,050,738</b>	<b>11,374,054</b>	<b>-</b>	<b>11,330,871</b>	<b>23,102,612</b>	<b>-</b>	<b>(141,967)</b>	<b>34,300,381</b>
<b>Total Liabilities</b>	<b>\$ 20,253,780</b>	<b>\$ 16,195,296</b>	<b>\$ 13,745,056</b>	<b>\$ 414,483</b>	<b>\$ 11,387,788</b>	<b>\$ 23,214,605</b>	<b>\$ -</b>	<b>\$ (141,967)</b>	<b>\$ 85,069,042</b>
<b>Net Asset</b>	<b>7,216,097</b>	<b>8,244,631</b>	<b>3,980,720</b>	<b>621,467</b>	<b>(1,138,019)</b>	<b>(2,231,029)</b>	<b>2,337</b>	<b>-</b>	<b>16,696,204</b>
<b>Total Liabilities and Net Assets</b>	<b>\$ 27,469,877</b>	<b>\$ 24,439,927</b>	<b>\$ 17,725,776</b>	<b>\$ 1,035,950</b>	<b>\$ 10,249,769</b>	<b>\$ 20,983,576</b>	<b>\$ 2,337</b>	<b>\$ (141,967)</b>	<b>\$ 101,765,247</b>



# TEACH Academy of Technologies

Monthly Financial Presentation – As of June 30, 2024

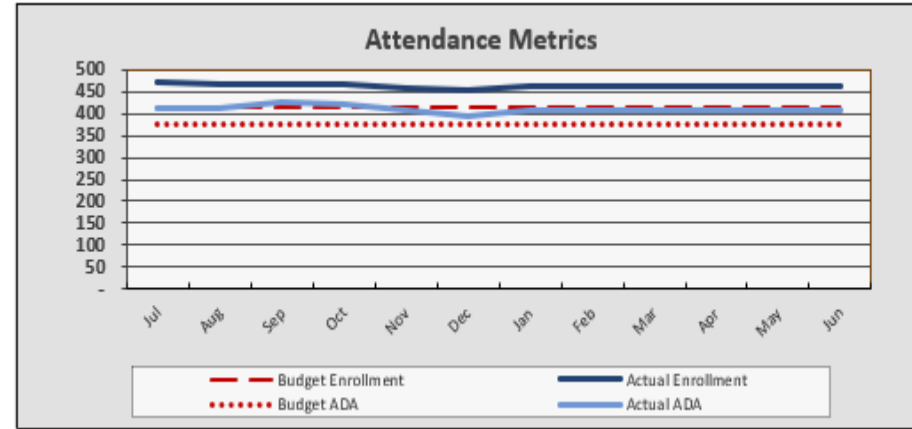


# TAT – Attendance Data and Metrics

## Enrollment and Per Pupil Data

## Attendance Metrics

<b>Enrollment &amp; Per Pupil Data</b>		
	<b><u>Forecast</u></b>	<b><u>Budget</u></b>
<i>Average Enrollment</i>	455	415
<i>ADA</i>	410.28	374.99
<i>Attendance Rate</i>	90.2%	90.5%
<i>Unduplicated %</i>	97.9%	97.9%
<i>Revenue per ADA</i>	\$23,102	\$23,172
<i>Expenses per ADA</i>	\$22,327	\$21,967



ADA per the P-2 was at 410.28 which is 35.29 ADA above budgeted.



# TAT - Revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
<b>Revenue</b>						
State Aid-Rev Limit	\$ 5,856,604	\$ 5,367,158	\$ 489,446	\$ 5,856,604	\$ 5,367,158	\$ 489,446
Federal Revenue	1,002,616	888,488	114,129	1,063,141	888,488	174,654
Other State Revenue	2,307,767	2,237,091	70,676	2,376,931	2,237,091	139,840
Other Local Revenue	185,802	196,531	(10,729)	185,802	196,531	(10,729)
<b>Total Revenue</b>	<b>\$ 9,352,789</b>	<b>\$ 8,689,268</b>	<b>\$ 663,521</b>	<b>\$ 9,482,478</b>	<b>\$ 8,689,268</b>	<b>\$ 793,210</b>

Note: Variance explanation(s) on next slide

# TAT - Revenue

- **State Aid-Rev: \$5.86 MM (Increase of \$489.4k)**- Due to increase of 35.29 ADA.
- **Federal Revenue: \$1.06MM (projected increase of \$174.7k)**- Due to slightly higher SPED entitlement than forecasted as well as a prior year and current year adjustment received for Supply Chain Assistance revenue.
- **Other State Revenue: \$2.37 MM (projected increase of \$139.8k)**- Due primarily to ADA increase.
- **Other Local Revenue: \$185.8k – (projected decrease of \$10.7k)**- Due to slightly lower than projected interest revenue.



# TAT – Expenses

	<i>Year-to-Date</i>			<i>Annual/Full Year</i>		
	<b>Actual</b>	<b>Budget</b>	<b>Fav/(Unf)</b>	<b>Forecast</b>	<b>Budget</b>	<b>Fav/(Unf)</b>
<b>Expenses</b>						
Certificated Salaries	\$ 1,734,940	\$ 2,146,488	\$ 411,548	\$ 1,734,940	\$ 2,146,488	\$ 411,548
Classified Salaries	686,037	637,807	(48,229)	686,037	637,807	(48,229)
Benefits	852,589	970,634	118,045	877,589	970,634	93,045
Books and Supplies	1,290,525	779,332	(511,192)	1,346,704	779,332	(567,372)
Subagreement Services	1,391,796	610,100	(781,696)	1,391,796	610,100	(781,696)
Operations	286,061	224,200	(61,861)	286,061	224,200	(61,861)
Facilities	1,051,035	987,608	(63,427)	1,051,035	987,608	(63,427)
Professional Services	1,595,747	1,731,716	135,968	1,694,442	1,731,716	37,273
Depreciation	104,778	149,600	44,822	104,778	149,600	44,822
Interest	15,460	-	(15,460)	15,460	-	(15,460)
<b>Total Expenses</b>	<b>\$ 9,008,967</b>	<b>\$ 8,237,485</b>	<b>\$ (771,482)</b>	<b>\$ 9,188,842</b>	<b>\$ 8,237,485</b>	<b>\$ (951,357)</b>

Note: Variance explanation(s) on next slide(s)

# TAT - Expense

- **Certificated Salaries: \$1.73 MM (Projected Savings of \$411.5k):** Due to 2 less Coordinator positions and 2 unfilled positions as well as updated actual salaries offset by a 4.5% increase.
- **Classified Salaries: \$686.0k (Projected increase of \$48.2k)-** Due to added positions- 3 Campus Aides, 1 Parent Coordinator and 1 Office Clerk and a 4.5% offset by an unfilled custodial position.
- **Benefits: \$877.6k (Projected savings of \$93k) –** Savings due to unfilled positions offset by 4.5% increases.
- **Non-Personnel Related Expenses: \$5.89MM (Projected increase of \$1.40MM)-**Increased due to additional ADA and the required additional expenses. Some of this was due to additional sub costs because of unfilled positions (~\$252k over budgeted) and additional Special Education contracted costs (~\$391k over budgeted) and transportation costs (~\$101k over budgeted) based on increased need as well as significant increased investment in core Materials (\$402k over budgeted.)

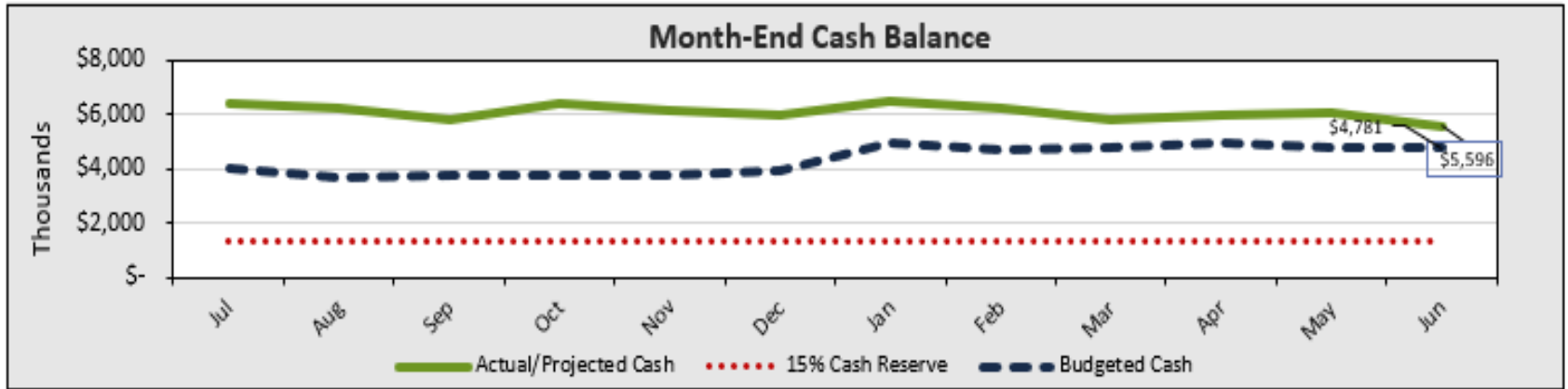
# TAT – Fund Balance

- Projected surplus of \$296.64k.
- Net assets projected at year-end of \$7.17MM= 78.0%.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
<b>Total Surplus(Deficit)</b>	\$ 343,822	\$ 451,783	\$ (107,961)	\$ 293,636	\$ 451,783	\$ (158,147)
Beginning Fund Balance	<u>6,872,276</u>	<u>6,872,276</u>		<u>6,872,276</u>	<u>6,872,276</u>	
<b>Ending Fund Balance</b>	<b><u>\$ 7,216,098</u></b>	<b><u>\$ 7,324,059</u></b>		<b><u>\$ 7,165,912</u></b>	<b><u>\$ 7,324,059</u></b>	
<i>As a % of Annual Expenses</i>	78.5%	88.9%		78.0%	88.9%	

# TAT – Cash Balance

- Current Cash Balance as of June Year-End Close-\$5.6MM/ 221 DCOH. 45- DCOH is required by the bond.
- The Base Rent Coverage Ratio is currently forecasted at 2.48- bond requirement is 1.10- (Per Bond- Net Income plus Depreciation plus Management Fees plus Base Rent Divided by Base Rent. )





# TEACH Tech Charter High School

Monthly Financial Presentation – As of June 30<sup>th</sup>, 2024

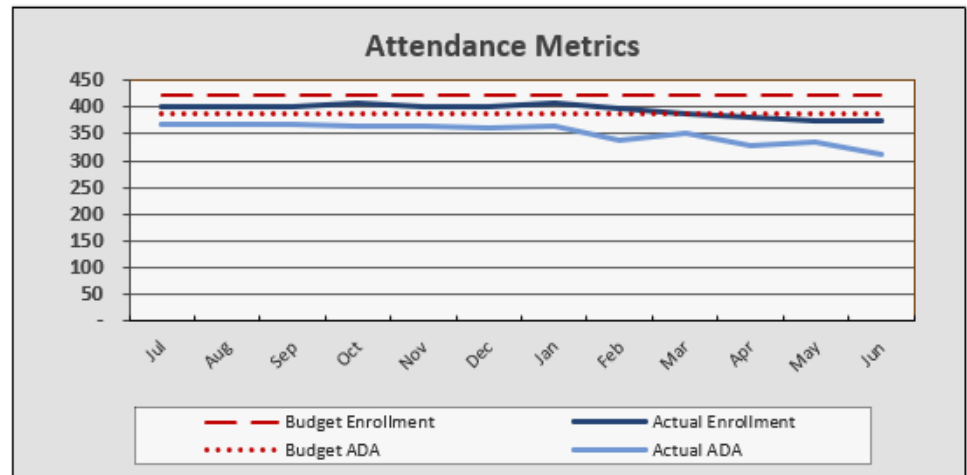


# TTHS – Attendance Data and Metrics

## Enrollment and Per Pupil Data

<b>Enrollment &amp; Per Pupil Data</b>		
	<b>Forecast</b>	<b>Budget</b>
Average Enrollment	394	424
ADA	356.01	387.28
Attendance Rate	90.4%	90.1%
Unduplicated %	96.0%	96.0%
Revenue per ADA	\$25,844	\$24,617
Expenses per ADA	\$25,731	\$23,278

## Attendance Metrics



ADA projected at 356.01 ADA based on P-2 ADA which is a decrease of 31.07 ADA from Budgeted.



# TTHS - Revenue



## Revenue

	<i>Year-to-Date</i>		
	Actual	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 6,105,791	\$ 6,663,264	\$ (557,473)
Federal Revenue	732,503	760,911	(28,407)
Other State Revenue	1,674,169	1,862,049	(187,880)
Other Local Revenue	515,757	247,443	268,314
<b>Total Revenue</b>	<b>\$ 9,028,221</b>	<b>\$ 9,533,667</b>	<b>\$ (505,447)</b>

	<i>Annual/Full Year</i>		
	Forecast	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 6,105,791	\$ 6,663,264	\$ (557,473)
Federal Revenue	780,480	760,911	19,570
Other State Revenue	1,798,596	1,862,049	(63,453)
Other Local Revenue	515,757	247,443	268,314
<b>Total Revenue</b>	<b>\$ 9,200,625</b>	<b>\$9,533,667</b>	<b>\$ (333,043)</b>

See next slide for variance explanation(s)

# TTHS - Revenue

- ❑ **State- Aid Revenue: \$6.11MM (Projected Decrease of \$557.5k)-** Due to ADA decrease of 31.07 ADA.
- ❑ **Federal Revenue: \$780.5k (projected Increase of \$19.6k)-** Due primarily to Child nutrition revenue increase over projected.
- ❑ **Other State Revenue: \$1.80MM (Projected decrease of \$63.5k)-** Due primarily to removal of Equity Multiplier grant and ADA decrease.
- ❑ **Other Local Revenue: \$515.8k (Projected increase of \$268.3k)-** Due to actual Interest run rate.

# TTHS - Expenses



Expenses	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 2,790,012	\$ 2,692,018	\$ (97,995)	\$ 2,790,012	\$ 2,692,018	\$ (97,995)
Classified Salaries	893,795	1,076,999	183,205	952,151	1,076,999	124,849
Benefits	1,043,894	1,228,527	184,633	1,043,894	1,228,527	184,633
Books and Supplies	855,168	882,425	27,257	855,168	882,425	27,257
Subagreement Services	715,348	379,000	(336,348)	715,348	379,000	(336,348)
Operations	332,988	245,700	(87,288)	332,988	245,700	(87,288)
Facilities	841,545	938,940	97,395	841,545	938,940	97,395
Professional Services	1,570,598	1,508,940	(61,658)	1,566,028	1,508,940	(57,088)
Depreciation	63,219	62,500	(719)	63,219	62,500	(719)
Interest	-	-	-	-	-	-
<b>Total Expenses</b>	<b>\$ 9,106,567</b>	<b>\$ 9,015,049</b>	<b>\$ (91,518)</b>	<b>\$ 9,160,353</b>	<b>\$9,015,049</b>	<b>\$ (145,304)</b>

Note: Variance explanation(s) on next slide

# TTHS - Expense

- ❑ **Certificated Salaries: \$2.79MM - (Projected Increase of \$98k)**- includes 4.5% Increase offset by not filling 2 positions (Part time Hourly Instructor & Social Worker.)
- ❑ **Classified Salaries: \$952.2K - (Projected savings of \$124.8K)**- Savings due to not filling 3 positions (2 Aides and 1 Custodian) offset by the 4.5% increase.
- ❑ **Benefits: \$1.04MM – (projected savings of \$184.6K)**- Due to unfilled positions offset by increase of 4.5%.
- ❑ **Non-Personnel Expenses: \$4.37MM - (Projected increase of \$356.8k)**- Increase due to increases in Contracted Services and Operations offset by savings in all other categories.

# TTHS – Fund Balance

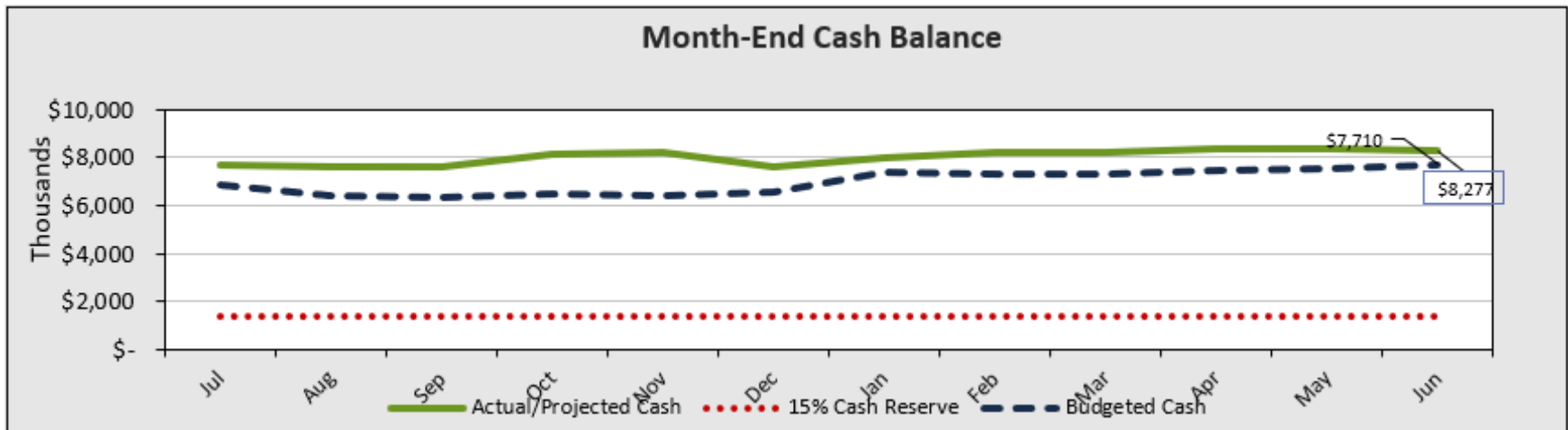
- Projected surplus of \$40.3k.
- Net assets projected to end positively at \$8.36MM, which is 91.3% of annual expenses.

	<i>Year-to-Date</i>			<i>Annual/Full Year</i>		
	<b>Actual</b>	<b>Budget</b>	<b>Fav/(Unf)</b>	<b>Forecast</b>	<b>Budget</b>	<b>Fav/(Unf)</b>
<b>Total Surplus(Deficit)</b>	\$ (78,346)	\$ 518,618	\$ (596,965)	\$ 40,272	\$ 518,618	\$ (478,347)
Beginning Fund Balance	<u>8,322,978</u>	<u>8,322,978</u>		<u>8,322,978</u>	<u>8,322,978</u>	
<b>Ending Fund Balance</b>	<b><u>\$ 8,244,632</u></b>	<b><u>\$ 8,841,596</u></b>		<b><u>\$ 8,363,250</u></b>	<b><u>\$ 8,841,596</u></b>	
<i>As a % of Annual Expenses</i>	90.0%	98.1%		91.3%	98.1%	

# TTHS – Cash Balance



- Cash as of June close of \$8.28MMM which is 330 DCOH.
- The Base Rent Coverage Ratio is currently forecasted at 2.16, Bond requirement is 1.10- (Per Bond-Surplus plus Depreciation plus Management Fees plus Base Rent divided by Base Rent.)





# TEACH Prep Elementary School

Monthly Financial Presentation – As of June 30<sup>th</sup>, 2024

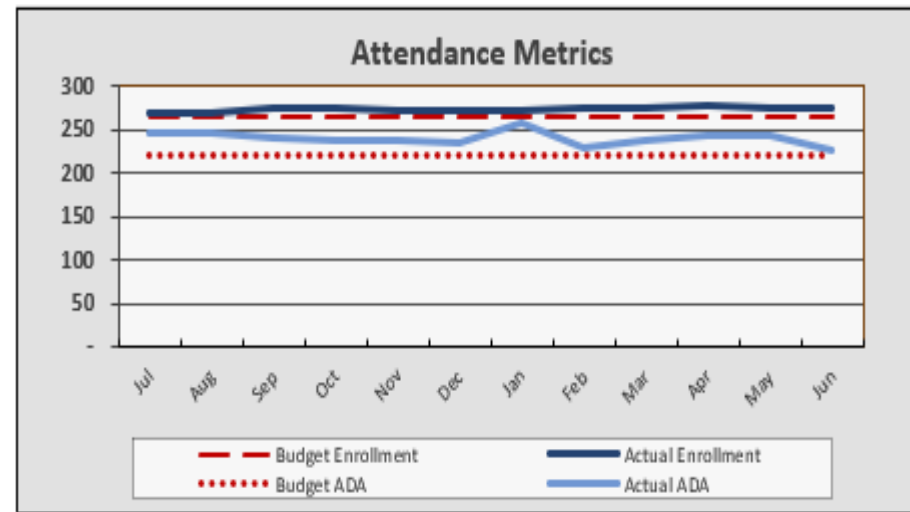


# TES – Attendance Data and Metrics

## Enrollment and Per Pupil Data

## Attendance Metrics

<b>Enrollment &amp; Per Pupil Data</b>		
	<b><u>Forecast</u></b>	<b><u>Budget</u></b>
<i>Average Enrollment</i>	268	265
<i>ADA</i>	237.65	221.88
<i>Attendance Rate</i>	88.7%	88.7%
<i>Unduplicated %</i>	97.7%	97.7%
<i>Revenue per ADA</i>	\$30,031	\$26,711
<i>Expenses per ADA</i>	\$26,873	\$25,402



ADA at P-2 up from budget by 15.77 ADA.



# TES – Revenue



	Year-to-Date		
	Actual	Budget	Fav/(Unf)
<b>Revenue</b>			
State Aid-Rev Limit	\$ 3,618,186	\$ 3,368,208	\$ 249,978
Federal Revenue	1,133,747	625,724	508,024
Other State Revenue	2,031,719	1,846,104	185,615
Other Local Revenue	79,189	86,653	(7,464)
<b>Total Revenue</b>	<b>\$ 6,862,842</b>	<b>\$ 5,926,689</b>	<b>\$ 936,153</b>

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 3,618,186	\$ 3,368,208	\$ 249,978
Federal Revenue	1,195,087	625,724	569,364
Other State Revenue	2,244,328	1,846,104	398,224
Other Local Revenue	79,189	86,653	(7,464)
<b>Total Revenue</b>	<b>\$ 7,136,791</b>	<b>\$ 5,926,689</b>	<b>\$ 1,210,102</b>

- ❑ **State- Aid Revenue: \$3.61MM (Projected Increase of \$249.98k)-** Based on increased ADA.
- ❑ **Federal Revenue: \$1.2MM (Projected increase of \$569.4k)-** Based on increased ADA and \$359.5k IRS/ERC Refund.
- ❑ **Other State Revenue: \$2.2MM (Projected increase of \$398.2K)-** Due to the addition of the Prop 28 Arts & Music Grant and added the Literacy Coaches & Reading Specialist Grant.
- ❑ **Other Local Revenue: \$79.2k (projected decrease of \$7.5k)-** Based on current Interest revenue run rates.



# TES – Expenses



**Expenses**

	<i>Year-to-Date</i>		
	Actual	Budget	Fav/(Unf)
Certificated Salaries	\$ 1,086,635	\$ 1,311,543	\$ 224,908
Classified Salaries	543,156	534,548	(8,608)
Benefits	514,648	585,734	71,086
Books and Supplies	775,088	429,455	(345,633)
Subagreement Services	745,321	320,500	(424,821)
Operations	96,095	97,000	905
Facilities	662,514	694,506	31,992
Professional Services	1,066,263	1,620,281	554,018
Depreciation	49,598	42,600	(6,998)
Interest	-	-	-
<b>Total Expenses</b>	<b>\$ 5,539,318</b>	<b>\$ 5,636,167</b>	<b>\$ 96,849</b>

	<i>Annual/Full Year</i>		
	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 1,086,635	\$ 1,311,543	\$ 224,908
Classified Salaries	543,156	534,548	(8,608)
Benefits	514,648	585,734	71,086
Books and Supplies	775,088	429,455	(345,633)
Subagreement Services	755,087	320,500	(434,587)
Operations	96,095	97,000	905
Facilities	662,514	694,506	31,992
Professional Services	1,903,528	1,620,281	(283,247)
Depreciation	49,598	42,600	(6,998)
Interest	-	-	-
<b>Total Expenses</b>	<b>\$ 6,386,349</b>	<b>\$ 5,636,167</b>	<b>\$ (750,182)</b>

Note: Variance explanation(s) on next slide

# TES - Expense

- ❑ **Certificated Salaries: \$1.1MM- (Projected savings of \$224.9k)**-Savings due to three unfilled positions offset by increase of 4.5%.
- ❑ **Classified Salaries: \$543.2K- (Projected increase of \$8.6k)**-Increase due to updated positions as well as the 4.5% increase.
- ❑ **Benefits: \$514.6k- (Projected savings of \$71.1k)**- Savings Due primarily to unfilled positions.
- ❑ **Non-Personnel Expenses: \$4.24MM- (Projected increase of \$1.04MM)**- Due primarily to increased ADA projection as well as added expenses to offset new grants.

# TES – Fund Balance

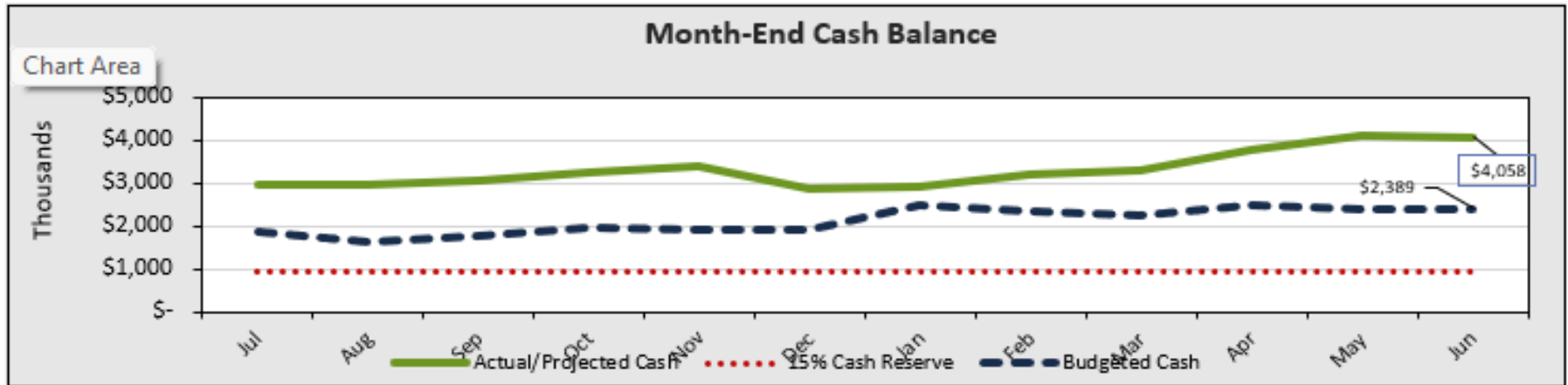
- Surplus Projected of \$750.4k.
- Net assets projected to end positively at \$3.41MM which is 53.4% of the total expenses.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
<b>Total Surplus(Deficit)</b>	<b>\$ 1,323,524</b>	<b>\$ 290,522</b>	<b>\$1,033,001</b>	<b>\$ 750,442</b>	<b>\$ 290,522</b>	<b>\$ 459,919</b>
Beginning Fund Balance	<u>2,657,197</u>	<u>2,657,197</u>		<u>2,657,197</u>	<u>2,657,197</u>	
<b>Ending Fund Balance</b>	<b><u>\$ 3,980,720</u></b>	<b><u>\$ 2,947,718</u></b>		<b><u>\$ 3,407,638</u></b>	<b><u>\$ 2,947,718</u></b>	
<i>As a % of Annual Expenses</i>	62.3%	52.3%		53.4%	52.3%	

# TES – Cash Balance



- Cash on hand as of June close- \$4.06MM which is 232 DCOH.
- The Base Rent Coverage Ratio is currently forecasted at 3.26- Bond requirement is 1.10- (surplus plus depreciation plus management fees plus base rent divided by base rent.)





# TEACH Public Schools

Monthly Financial Presentation – As of June 30<sup>th</sup>, 2024

# TPS – Revenue

- Revenue- \$2.89MM –Increase of \$473.0k primarily due to the increase of ADA overall and IRS/ERC refund along with interest revenue and TEACH Las Vegas Increased revenue offset by the removal of the Equity Multiplier.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
<b>Revenue</b>						
State Aid-Rev Limit	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue	-	1	(1)	-	0	(0)
Other State Revenue	-	-	-	-	-	-
Other Local Revenue	2,859,691	2,413,859	445,832	2,886,885	2,413,859	473,026
<b>Total Revenue</b>	<b>\$2,859,691</b>	<b>\$ 2,413,860</b>	<b>\$ 445,830</b>	<b>\$2,886,885</b>	<b>\$2,413,860</b>	<b>\$ 473,025</b>

# TPS – Expenses

Expenses	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 884,771	\$ 806,009	\$ (78,762)	\$ 884,771	\$ 806,009	\$ (78,762)
Classified Salaries	841,527	636,023	(205,503)	841,527	636,023	(205,503)
Benefits	434,718	386,681	(48,037)	434,718	386,681	(48,037)
Books and Supplies	135,763	67,300	(68,463)	135,763	67,300	(68,463)
Subagreement Services	8,412	-	(8,412)	8,412	-	(8,412)
Operations	106,297	72,600	(33,697)	106,297	72,600	(33,697)
Facilities	694	12,000	11,306	694	12,000	11,306
Professional Services	47,131	109,000	61,869	49,052	109,000	59,949
Depreciation	21,777	13,800	(7,977)	21,777	13,800	(7,977)
Interest	-	-	-	-	-	-
<b>Total Expenses</b>	<b>\$ 2,481,089</b>	<b>\$ 2,103,413</b>	<b>\$ (377,676)</b>	<b>\$ 2,483,010</b>	<b>\$ 2,103,413</b>	<b>\$ (379,597)</b>

- Overall increase of \$379.6k due primarily to 4.5% salary increase and non-personnel expenses over budget by \$47.2k based on run rates.



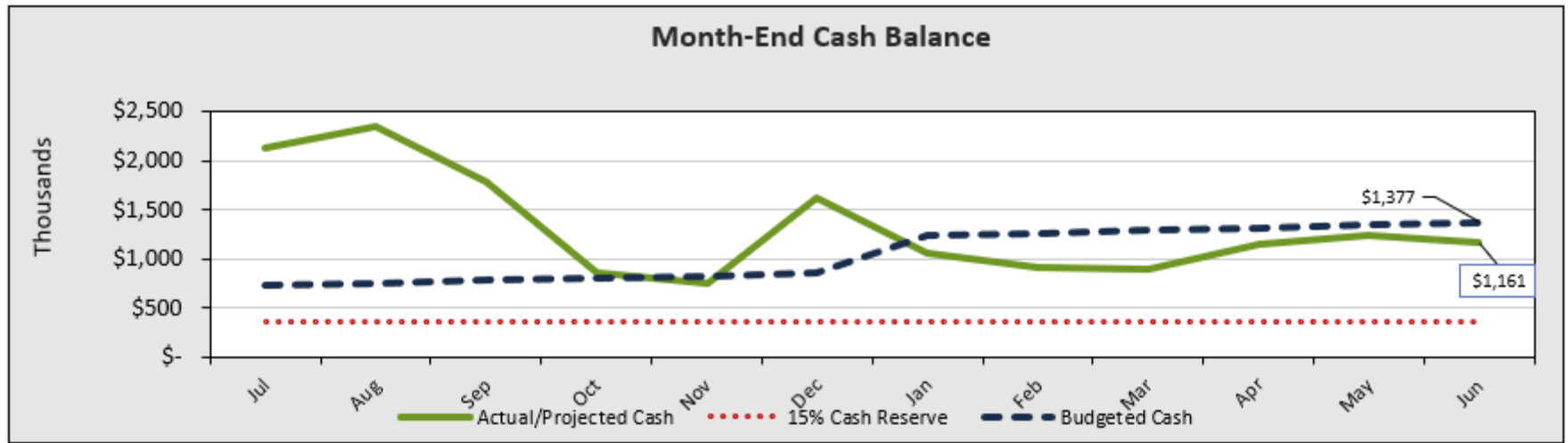
# TPS – Fund Balance

- Projected surplus at year-end of \$403.9k with ending positive fund balance of \$646.7K- 26.0% of expenses.

	<i>Year-to-Date</i>			<i>Annual/Full Year</i>		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
<b>Total Surplus(Deficit)</b>	\$ 378,602	\$ 310,447	\$ 68,154	\$ 403,875	\$ 310,447	\$ 93,429
Beginning Fund Balance	<u>242,865</u>	<u>242,865</u>		<u>242,865</u>	<u>242,865</u>	
<b>Ending Fund Balance</b>	<b><u>\$ 621,467</u></b>	<b><u>\$ 553,313</u></b>		<b><u>\$ 646,740</u></b>	<b><u>\$ 553,312</u></b>	
<i>As a % of Annual Expenses</i>	25.0%	26.3%		26.0%	26.3%	

# TPS – Cash Balance

- Cash on hand of \$1.16MM as of June Close.



# Questions & Discussion

Appendix follows, including:

- Monthly Cash Flow / Forecast 23/24
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- AP Aging
- Monthly Check Register
- 30-Day Compliance Calendar

**TEACH Academy of Technology**

**Monthly Cash Flow/Forecast FY23-24**

Revised 7/19/2024

Actuals Through: 7/1/2024

ADA = 413.52



	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>ADA = 374.99</b>																
<b>Revenues</b>																
<b>State Aid - Revenue Limit</b>																
8011 LCFF State Aid	-	144,528	144,528	260,151	260,151	260,151	260,151	260,151	285,164	285,164	285,164	1,206,707	-	3,652,010	2,925,947	726,063
8012 Education Protection Account	-	-	-	296,048	-	-	296,048	-	-	434,622	-	(390,522)	-	636,196	1,245,430	(609,234)
8096 In Lieu of Property Taxes	79,311	158,622	105,748	105,748	105,748	105,748	105,748	185,059	291,143	110,128	110,128	105,267	-	1,568,398	1,195,781	372,617
	79,311	303,150	250,276	661,947	365,899	365,899	661,947	445,210	566,946	867,354	385,931	902,734	-	5,856,604	5,367,158	489,446
<b>Federal Revenue</b>																
8181 Special Education - Entitlement	5,501	11,002	7,335	7,335	7,335	7,334	7,335	12,836	21,554	7,759	7,759	1,586	(3,516)	101,155	91,731	9,424
8220 Federal Child Nutrition	-	-	-	-	-	-	-	-	72,672	109,696	34,041	140,265	64,041	420,714	274,455	146,260
8290 Title I, Part A - Basic Low Income	-	-	-	-	-	-	95,637	-	-	-	101,406	-	-	197,043	216,315	(19,272)
8291 Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	9,726	-	-	9,297	280	-	19,303	21,743	(2,440)
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15,012	(15,012)
8296 Other Federal Revenue	-	-	-	52,220	-	-	122,968	-	-	65,641	12,499	31,564	-	284,892	269,232	15,660
8299 Prior Year Federal Revenue	-	39,902	0	-	-	-	-	-	-	-	-	132	-	40,034	-	40,034
	5,501	50,904	7,335	59,555	7,335	7,334	225,940	22,562	94,226	183,096	165,002	173,827	60,525	1,063,141	888,488	174,654
<b>Other State Revenue</b>																
8311 State Special Education	21,799	43,599	29,066	29,066	29,066	29,065	29,066	50,865	41,258	26,835	26,835	12,408	51,981	420,909	381,695	39,214
8520 Child Nutrition	-	-	-	-	-	-	-	-	18,291	28,090	8,591	26,674	17,183	98,830	25,978	72,852
8545 School Facilities (SB740)	-	-	-	-	-	-	-	-	-	267,752	133,876	181,380	-	583,008	467,253	115,755
8550 Mandated Cost	-	-	-	-	7,445	-	-	-	-	-	-	-	-	7,445	7,267	178
8560 State Lottery	-	-	-	-	-	-	34,495	-	-	30,809	-	63,206	-	128,510	88,874	39,637
8598 Prior Year Revenue	-	-	-	1,508	-	-	9,502	-	-	-	-	524	-	11,534	-	11,534
8599 Other State Revenue	-	1,525	1,525	2,744	2,744	34,112	2,744	2,744	3,300	3,300	180,870	891,087	-	1,126,695	1,266,025	(139,330)
	21,799	45,124	30,591	33,318	39,255	63,177	75,807	53,609	62,849	356,786	350,172	1,175,279	69,164	2,376,931	2,237,091	139,840
<b>Other Local Revenue</b>																
8660 Interest Revenue	-	32,723	16,050	15,812	15,295	15,999	15,569	14,377	14,742	14,141	15,684	15,409	-	185,802	196,531	(10,729)
	-	32,723	16,050	15,812	15,295	15,999	15,569	14,377	14,742	14,141	15,684	15,409	-	185,802	196,531	(10,729)
<b>Total Revenue</b>	<b>106,611</b>	<b>431,901</b>	<b>304,252</b>	<b>770,632</b>	<b>427,784</b>	<b>452,409</b>	<b>979,263</b>	<b>535,758</b>	<b>738,763</b>	<b>1,421,378</b>	<b>916,789</b>	<b>2,267,249</b>	<b>129,689</b>	<b>9,482,478</b>	<b>8,689,268</b>	<b>793,210</b>

**TEACH Academy of Technology**

**Monthly Cash Flow/Forecast FY23-24**

Revised 7/19/2024

Actuals Through: 7/1/2024

ADA = 413.52



		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Expenses</b>																	
<b>Certificated Salaries</b>																	
1100	Teachers' Salaries	39,289	97,465	109,929	115,186	120,235	123,017	120,316	123,225	126,045	125,780	118,350	114,495	-	1,333,330	1,274,548	(58,782)
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	102,214	102,214
1175	Teachers' Extra Duty/Stipends	-	-	16,500	-	270	49,001	1,055	548	-	15,000	-	32,052	-	114,426	-	(114,426)
1200	Pupil Support Salaries	13,533	13,533	13,533	13,533	13,533	18,384	14,142	14,142	14,142	14,142	14,142	18,384	-	175,141	238,812	63,671
1300	Administrators' Salaries	9,583	9,583	9,583	9,792	10,000	10,375	2,876	10,000	10,000	10,000	10,000	10,000	-	111,793	370,717	258,924
1900	Other Certificated Salaries	250	-	-	-	-	-	-	-	-	-	-	-	-	250	160,198	159,948
		62,655	120,581	149,545	138,510	144,037	200,778	138,389	147,914	150,187	164,921	142,492	174,931	-	1,734,940	2,146,488	411,548
<b>Classified Salaries</b>																	
2100	Instructional Salaries	-	14,634	22,338	20,920	16,121	13,485	9,090	16,366	16,794	15,285	20,621	17,372	-	183,024	164,492	(18,532)
2200	Support Salaries	4,246	5,811	7,542	5,811	5,811	7,894	6,072	6,072	6,072	6,072	6,072	6,072	-	73,547	47,928	(25,619)
2300	Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	30,372	30,372
2400	Clerical and Office Staff Salaries	8,021	20,759	18,657	22,054	20,170	24,727	11,132	18,125	19,223	19,222	20,542	23,008	-	225,638	204,383	(21,255)
2900	Other Classified Salaries	13,005	15,739	13,689	15,961	17,702	20,115	14,768	18,118	16,378	17,070	18,223	23,058	-	203,827	190,633	(13,194)
		25,272	56,943	62,226	64,745	59,804	66,221	41,062	58,681	58,467	57,649	65,458	69,509	-	686,037	637,807	(48,229)
<b>Benefits</b>																	
3101	STRS	11,919	23,948	26,328	27,418	16,082	33,389	26,437	27,136	26,775	27,141	26,040	27,257	-	299,872	409,979	110,107
3202	PERS	6,531	13,438	13,636	15,478	14,281	13,094	12,342	15,347	14,357	14,457	15,966	14,155	-	163,082	172,208	9,126
3301	OASDI	1,558	3,224	3,556	3,693	3,390	3,842	2,977	3,992	3,990	4,205	4,431	4,763	-	43,622	39,544	(4,078)
3311	Medicare	1,273	2,572	3,066	2,941	2,950	3,869	2,703	2,994	2,966	3,225	3,013	3,542	-	35,114	40,372	5,258
3401	Health and Welfare	21,003	19,188	19,937	19,251	20,225	20,643	6,364	41,776	32,275	33,473	3,509	7,130	25,000	269,773	247,500	(22,273)
3501	State Unemployment	484	1,038	1,056	723	216	95	6,841	2,102	768	305	228	125	-	13,981	22,050	8,069
3601	Workers' Compensation	7,592	-	11,613	-	1,898	1,898	1,898	3,796	1,898	1,899	-	-	-	32,493	38,980	6,487
3901	Other Benefits	585	661	661	857	858	1,229	1,463	1,692	2,461	2,986	2,679	3,520	-	19,651	-	(19,651)
		50,945	64,069	79,854	70,360	59,900	78,060	61,026	98,835	85,489	87,692	55,867	60,493	25,000	877,589	970,634	93,045
<b>Books and Supplies</b>																	
4100	Textbooks and Core Materials	-	10,500	210,352	8,998	73,908	6,886	-	-	99	61,896	59,198	-	-	431,837	29,200	(402,637)
4200	Books and Reference Materials	-	6,750	-	-	-	-	-	-	-	-	-	-	-	6,750	-	(6,750)
4302	School Supplies	9,863	4,917	10,271	572	4,614	3,999	5,079	12,885	443	1,099	-	2,746	-	56,489	75,900	19,411
4305	Software	40,848	66,135	6,425	10,642	63	-	2,265	11,397	5,024	(4,102)	(1,167)	15,459	-	152,989	165,900	12,911
4310	Office Expense	9,436	32,829	2,641	11,245	5,795	976	7,612	16,892	4,474	238	3,402	8,379	-	103,919	75,500	(28,419)
4311	Business Meals	-	-	-	-	-	-	-	-	-	434	-	-	-	434	100	(334)
4312	School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,600	1,600
4400	Noncapitalized Equipment	-	7,566	9,530	2,434	20,219	-	120	895	-	5,466	41,690	-	56,180	144,100	130,700	(13,400)
4700	Food Services	-	7,252	38,524	21,392	22,526	73,489	24,551	39,806	62,926	36,314	45,480	77,928	-	450,187	300,432	(149,754)
		60,148	135,949	277,743	55,282	127,125	85,350	39,628	81,875	72,966	101,344	148,603	104,512	56,180	1,346,704	779,332	(567,372)



**TEACH Academy of Technology**

**Monthly Cash Flow/Forecast FY23-24**

Revised 7/19/2024

Actuals Through: 7/1/2024

ADA = 413.52



	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Cash Flow Adjustments</b>																
Monthly Surplus (Deficit)	(269,357)	(165,746)	(553,982)	93,350	(322,265)	(291,527)	294,006	(249,327)	(184,503)	783,417	140,136	1,069,620	(50,186)	293,636		
<b>Cash flows from operating activities</b>																
Depreciation/Amortization	9,164	9,288	9,901	8,936	8,649	8,649	8,388	8,645	8,286	8,257	8,337	288,974	-	385,475		
Public Funding Receivables	1,081,081	123,796	33,170	2,198	227,862	33,938	(61,751)	32,632	-	13,321	-	(1,287,886)	(129,689)	68,672		
Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	(6,344)	-	(6,344)		
Grants and Contributions Rec.	-	-	177	-	-	-	-	-	-	-	-	-	-	177		
Due To/From Related Parties	68,426	(177,875)	71,850	407,805	(127,945)	19,869	282,844	(257,373)	(296,532)	(405,062)	(94,047)	52,286	-	(455,753)		
Prepaid Expenses	39,214	(23,153)	28,874	(28,874)	5,721	(2,167)	(14,704)	(13,953)	(62,698)	111,692	276	(53,850)	-	(13,621)		
Accounts Payable	(230,852)	125,979	(127,186)	-	-	-	-	158,104	78,351	(242,272)	-	199,358	179,875	141,357		
Accrued Expenses	(511,145)	(16,129)	19,263	27,480	20,883	19,263	(15,342)	(1,620)	223	(96,540)	-	427,327	-	(126,336)		
Deferred Revenues	51,117	21,009	78,234	119,875	(31,155)	37,816	(32,848)	67,938	87,888	26,253	7,612	(869,282)	-	(307,598)		
Other Liabilities	(853)	(853)	(853)	(851)	(851)	4,262	-	-	-	-	-	(307,598)	-	(307,598)		
<b>Cash flows from investing activities</b>																
Purchases of Prop. And Equip.	(14,956)	(51,691)	-	-	-	1,311	-	(15,384)	-	-	(1,196)	-	-	(81,916)		
<b>Cash flows from financing activities</b>																
Proceeds(Payments) on Debt	(4,433)	(4,433)	(4,433)	(4,433)	(4,433)	-	(8,866)	(4,433)	(4,433)	(4,433)	(4,433)	(4,433)	-	(53,194)		
<b>Total Change in Cash</b>	<b>217,405</b>	<b>(159,808)</b>	<b>(444,985)</b>	<b>625,485</b>	<b>(223,533)</b>	<b>(168,585)</b>	<b>451,728</b>	<b>(274,772)</b>	<b>(373,418)</b>	<b>194,634</b>	<b>56,685</b>	<b>(491,826)</b>				
Cash, Beginning of Month	6,186,624	6,404,029	6,244,222	5,799,236	6,424,722	6,201,189	6,032,604	6,484,332	6,209,560	5,836,142	6,030,777	6,087,462				
<b>Cash, End of Month</b>	<b>6,404,029</b>	<b>6,244,222</b>	<b>5,799,236</b>	<b>6,424,722</b>	<b>6,201,189</b>	<b>6,032,604</b>	<b>6,484,332</b>	<b>6,209,560</b>	<b>5,836,142</b>	<b>6,030,777</b>	<b>6,087,462</b>	<b>5,595,636</b>				

**TEACH Tech Charter High School**

**Monthly Cash Flow/Forecast FY23-24**

Revised 7/25/2024

Actuals Through: 6/6/2024

ADA = 356.01



	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)	
														<b>ADA = 387.28</b>			
<b>Revenues</b>																	
<b>State Aid - Revenue Limit</b>																	
8011 LCFF State Aid	-	249,036	249,036	448,265	448,265	448,265	448,265	448,265	420,155	420,157	420,155	673,788	-	<b>4,673,652</b>	5,299,557	(625,905)	
8012 Education Protection Account	-	-	-	18,470	-	-	18,469	-	-	18,129	-	16,134	-	<b>71,202</b>	77,456	(6,254)	
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	(8,691)	34,765	(8,691)	(17,383)	-	<b>-</b>	0	(0)	
8096 In Lieu of Property Taxes	77,741	155,482	103,655	103,655	103,655	103,654	103,655	181,396	160,522	96,885	96,885	73,752	-	<b>1,360,937</b>	1,286,251	74,686	
	77,741	404,518	352,691	570,390	551,920	551,919	570,389	629,661	571,986	569,936	508,349	746,291	-	<b>6,105,791</b>	<b>6,663,264</b>	<b>(557,473)</b>	
<b>Federal Revenue</b>																	
8181 Special Education - Entitlement	5,392	10,784	7,190	7,190	7,190	7,189	7,190	12,582	12,331	6,826	6,826	135	(3,738)	<b>87,087</b>	94,737	(7,650)	
8220 Federal Child Nutrition	-	-	-	-	-	-	-	-	67,160	86,793	25,858	80,116	51,715	<b>311,641</b>	281,391	30,251	
8290 Title I, Part A - Basic Low Income	-	-	-	-	-	-	64,615	-	-	-	78,552	46,745	-	<b>189,912</b>	190,799	(887)	
8291 Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	10,370	-	-	4,675	3,901	-	<b>18,946</b>	23,560	(4,614)	
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	<b>-</b>	12,760	(12,760)	
8296 Other Federal Revenue	-	-	-	32,706	-	0	89,568	-	-	28,081	-	22,410	-	<b>172,765</b>	157,664	15,101	
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	129	-	<b>129</b>	-	129	
	5,392	10,784	7,190	39,896	7,190	7,189	161,373	22,952	79,491	121,700	115,911	153,435	47,977	<b>780,480</b>	<b>760,911</b>	<b>19,570</b>	
<b>Other State Revenue</b>																	
8311 State Special Education	21,368	42,735	28,490	28,490	28,490	28,491	28,490	49,858	10,020	23,608	23,608	6,480	42,243	<b>362,371</b>	394,202	(31,830)	
8520 Child Nutrition	-	-	-	-	-	-	-	-	17,178	22,334	6,761	20,990	13,522	<b>80,784</b>	26,634	54,150	
8545 School Facilities (SB740)	-	-	-	-	-	-	-	-	-	-	-	505,890	-	<b>505,890</b>	473,783	32,107	
8550 Mandated Cost	-	-	-	-	-	20,283	-	-	-	-	-	-	-	<b>20,283</b>	21,346	(1,063)	
8560 State Lottery	-	-	-	-	-	-	33,530	-	-	-	29,947	48,035	-	<b>111,511</b>	91,786	19,726	
8598 Prior Year Revenue	-	-	-	1,613	-	-	12,056	0	-	-	(3,759)	516	-	<b>10,426</b>	-	10,426	
8599 Other State Revenue	-	1,495	1,495	2,690	2,690	46,232	2,690	2,690	2,566	2,566	2,566	570,988	68,662	<b>707,330</b>	854,298	(146,969)	
	21,368	44,230	29,985	32,793	31,180	95,006	76,766	52,548	29,764	48,508	59,122	1,152,899	124,427	<b>1,798,596</b>	<b>1,862,049</b>	<b>(63,453)</b>	
<b>Other Local Revenue</b>																	
8660 Interest Revenue	-	90,725	44,499	43,838	42,405	44,357	43,165	39,860	40,873	39,206	43,484	42,721	-	<b>515,132</b>	247,443	267,689	
8699 School Fundraising	-	-	-	-	-	-	-	-	-	625	-	-	-	<b>625</b>	-	625	
	-	90,725	44,499	43,838	42,405	44,357	43,165	39,860	40,873	39,831	43,484	42,721	-	<b>515,757</b>	<b>247,443</b>	<b>268,314</b>	
<b>Total Revenue</b>	<b>104,501</b>	<b>550,257</b>	<b>434,365</b>	<b>686,917</b>	<b>632,695</b>	<b>698,472</b>	<b>851,692</b>	<b>745,021</b>	<b>722,115</b>	<b>779,975</b>	<b>726,866</b>	<b>2,095,346</b>	<b>172,404</b>	<b>9,200,625</b>	<b>9,533,667</b>	<b>(333,043)</b>	



**TEACH Tech Charter High School**

**Monthly Cash Flow/Forecast FY23-24**

Revised 7/25/2024

Actuals Through: 6/6/2024

ADA = 356.01



	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Expenses</b>																
<b>Certificated Salaries</b>																
1100 Teachers' Salaries	21,142	161,144	153,754	147,651	153,968	165,499	172,916	169,733	166,597	176,381	161,705	160,657	-	1,811,146	1,704,679	(106,467)
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	126,229	126,229
1175 Teachers' Extra Duty/Stipends	-	2,000	16,500	945	787	58,965	4,330	1,340	-	25,000	2,500	63,118	-	175,485	41,219	(134,267)
1200 Pupil Support Salaries	21,210	21,210	21,210	21,210	21,210	31,814	22,164	22,164	22,164	25,164	22,164	28,814	-	280,497	174,518	(105,980)
1300 Administrators' Salaries	44,712	40,204	46,033	41,533	41,533	53,147	43,402	43,402	43,402	44,172	43,402	37,942	-	522,883	645,374	122,491
	87,064	224,557	237,496	211,338	217,498	309,425	242,813	236,639	232,163	270,717	229,771	290,531	-	2,790,012	2,692,018	(97,995)
<b>Classified Salaries</b>																
2100 Instructional Salaries	6,184	14,910	23,305	21,750	19,924	21,311	17,695	27,698	25,032	24,560	28,524	20,121	-	251,015	399,315	148,300
2200 Support Salaries	2,400	2,400	3,600	3,600	3,600	1,800	(1,304)	11,422	11,422	11,722	19,407	18,542	58,356	146,967	148,442	1,475
2300 Classified Administrators' Salaries	-	-	-	-	-	3,276	-	-	-	-	-	-	-	3,276	51,286	48,010
2400 Clerical and Office Staff Salaries	6,293	11,888	13,102	13,205	12,961	14,070	11,711	13,915	12,919	12,526	12,400	14,227	-	149,217	171,347	22,129
2900 Other Classified Salaries	28,958	31,284	31,383	31,996	31,309	38,969	29,779	32,398	31,749	32,923	32,830	48,099	-	401,675	306,610	(95,065)
	43,835	60,481	71,390	70,551	67,794	79,427	57,882	85,433	81,122	81,731	93,160	100,990	58,356	952,151	1,076,999	124,849
<b>Benefits</b>																
3101 STRS	16,629	41,393	41,381	38,880	33,968	47,406	44,734	44,023	43,151	52,538	43,409	48,521	-	496,032	514,175	18,143
3202 PERS	814	3,186	3,186	(3,213)	1,559	1,629	1,629	1,629	1,629	(11,121)	-	-	-	926	-	(926)
3301 OASDI	2,714	4,108	4,784	4,852	4,561	5,636	4,422	5,667	5,405	2,196	5,946	6,250	-	56,541	66,774	10,233
3311 Medicare	1,895	4,130	4,462	4,070	4,120	5,633	4,425	4,663	4,535	5,067	4,675	5,670	-	53,345	54,651	1,306
3401 Health and Welfare	18,112	17,571	16,880	15,888	18,522	18,737	7,409	43,382	35,341	102,171	9,201	39,910	-	343,124	360,000	16,876
3501 State Unemployment	331	3,555	1,001	193	637	472	10,503	2,253	488	70	114	-	-	19,617	29,400	9,783
3601 Workers' Compensation	10,278	-	12,285	-	2,569	2,569	2,569	5,139	2,569	2,569	-	-	-	40,548	52,766	12,218
3901 Other Benefits	1,750	2,315	2,409	2,415	2,394	3,114	2,486	3,250	2,968	3,305	3,156	4,200	-	33,761	150,761	116,999
	52,522	76,258	86,388	63,085	68,330	85,196	78,178	110,005	96,087	156,796	66,500	104,551	-	1,043,894	1,228,527	184,633
<b>Books and Supplies</b>																
4100 Textbooks and Core Materials	-	37,060	5,018	8,613	-	-	-	-	(1,418)	63,326	-	6,730	-	119,329	63,900	(55,429)
4200 Books and Reference Materials	283	17,750	-	-	-	-	-	-	-	-	-	-	-	18,033	28,300	10,267
4302 School Supplies	2,141	5,158	20,561	3,225	15,767	7,148	22,232	18,894	1,278	10,560	3,691	6,133	-	116,790	79,800	(36,990)
4305 Software	43,184	22,534	6,425	19,341	63	17,456	3,378	8,637	4,349	(3,288)	(2,060)	-	-	120,019	193,700	73,681
4310 Office Expense	5,056	22,839	13,266	12,558	9,842	7,500	9,625	20,679	4,963	2,921	4,622	6,410	-	120,280	58,500	(61,780)
4311 Business Meals	-	-	-	-	99	-	52	-	-	-	-	-	-	151	200	49
4400 Noncapitalized Equipment	2,177	17,838	19,350	43,901	11,314	13,600	(56,906)	539	2,979	3,985	3,107	1,509	-	63,393	150,000	86,607
4700 Food Services	-	4,572	32,089	-	30,215	54,188	17,496	27,090	28,197	24,658	32,386	46,283	-	297,174	308,025	10,851
	52,841	127,751	96,709	87,638	67,299	99,892	(4,123)	75,838	40,349	102,162	41,746	67,066	-	855,168	882,425	27,257





**TEACH Tech Charter High School**

**Monthly Cash Flow/Forecast FY23-24**

Revised 7/25/2024

Actuals Through: 6/6/2024

ADA = 356.01

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(301,393)	(135,549)	(273,902)	(13,226)	(89,959)	(191,003)	183,358	(96,799)	(110,933)	(13,433)	(24,085)	988,578	118,618	40,271		
Cash flows from operating activities																
Depreciation/Amortization	4,367	4,367	4,467	4,467	4,433	4,433	5,819	4,433	8,004	6,184	6,241	262,793	-	320,008		
Public Funding Receivables	245,402	84,690	15,525	12,295	-	70,025	(32,640)	138,058	-	3,775	3,531	(948,855)	(172,404)	(580,596)		
Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	(10,302)	-	(10,302)		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	(97,185)	(76,319)	312,256	349,286	119,276	(339,882)	424,475	205,405	127,042	148,264	76,283	327,843	-	1,576,743		
Prepaid Expenses	44,283	-	-	(17,399)	-	(2,167)	(5,965)	(19,675)	(63,419)	83,817	-	(45,865)	-	(26,390)		
Other Assets	(9,096)	-	-	-	-	-	-	-	-	-	-	-	-	(9,096)		
Accounts Payable	(75,273)	23,532	(24,117)	(794)	-	-	-	58,787	38,133	(92,455)	(2,660)	99,678	53,786	78,615		
Accrued Expenses	(2,261)	(9,117)	16,276	35,328	79,027	(45,270)	(23,958)	(1,205)	-	(19,834)	(61,544)	58,122	-	25,563		
Other Liabilities	211	211	211	211	211	(1,054)	-	-	-	-	-	(254,290)	-	(254,290)		
Deferred Revenue	12,494	-	-	102,979	-	(121,457)	(61,902)	-	19,948	(12,762)	15,319	(555,491)	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	(21,233)	(6,763)	-	-	-	-	(111,623)	(26,030)	(4,556)	-	(1,705)	-	-	(171,910)		
Total Change in Cash	(199,685)	(114,949)	50,715	473,146	112,988	(626,375)	377,564	262,973	14,219	103,557	11,380	(77,788)	-	-		
Cash, Beginning of Month	7,889,628	7,689,943	7,574,994	7,625,709	8,098,854	8,211,842	7,585,468	7,963,031	8,226,005	8,240,223	8,343,780	8,355,160	-	-		
Cash, End of Month	<b>7,689,943</b>	<b>7,574,994</b>	<b>7,625,709</b>	<b>8,098,854</b>	<b>8,211,842</b>	<b>7,585,468</b>	<b>7,963,031</b>	<b>8,226,005</b>	<b>8,240,223</b>	<b>8,343,780</b>	<b>8,355,160</b>	<b>8,277,372</b>	-	-		



**TEACH Prep Elementary School**

**Monthly Cash Flow/Forecast FY23-24**

Revised 7/25/24

Actuals Through: **6/6/2024**

ADA = 237.65

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>ADA = 221.88</b>																
<b>Revenues</b>																
<b>State Aid - Revenue Limit</b>																
8011 LCFF State Aid	-	127,400	127,400	229,320	229,320	229,320	229,320	229,320	262,029	262,029	262,029	474,692	-	2,662,179	2,586,861	75,318
8012 Education Protection Account	-	-	-	11,134	-	-	11,133	-	-	13,847	-	11,416	-	47,530	44,376	3,154
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	(5,239)	(5,239)	20,958	(10,480)	-	-	0	(0)
8096 In Lieu of Property Taxes	46,863	93,725	62,484	62,484	62,484	62,482	62,484	109,346	-	154,720	63,538	127,867	-	908,477	736,971	171,506
	46,863	221,125	189,884	302,938	291,804	291,802	302,937	338,666	256,790	425,357	346,525	603,495	-	3,618,186	3,368,208	249,978
<b>Federal Revenue</b>																
8181 Special Education - Entitlement	3,250	6,501	4,334	4,334	4,334	4,334	4,334	7,584	-	11,517	4,477	5,630	(2,495)	58,134	54,277	3,857
8220 Federal Child Nutrition	-	-	-	-	-	-	-	-	65,890	96,672	33,835	108,680	63,835	368,913	162,293	206,619
8290 Title I, Part A - Basic Low Income	-	-	-	-	-	-	44,453	-	-	-	66,701	-	-	111,154	108,368	2,786
8291 Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	5,979	-	-	5,256	205	-	11,440	13,515	(2,075)
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11,384	(11,384)
8296 Other Federal Revenue	-	-	-	83,436	-	359,481	85,532	-	-	61,700	7,500	47,719	-	645,368	275,887	369,481
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	79	-	79	-	79
	3,250	6,501	4,334	87,770	4,334	363,815	134,319	13,563	65,890	169,889	117,769	162,313	61,340	1,195,087	625,724	569,364
<b>Other State Revenue</b>																
8311 State Special Education	12,881	25,761	17,174	17,174	17,174	17,174	17,174	30,055	-	20,161	15,482	23,487	28,200	241,897	225,846	16,051
8520 Child Nutrition	-	-	-	-	-	-	-	-	17,139	24,633	8,713	28,056	17,426	95,967	15,361	80,605
8545 School Facilities (SB740)	-	-	-	-	-	-	-	-	-	158,207	79,104	100,390	-	337,701	275,703	61,998
8550 Mandated Cost	-	-	-	-	-	4,399	-	-	-	-	-	-	-	4,399	4,300	99
8560 State Lottery	-	-	-	-	-	-	20,451	-	-	18,266	-	35,721	-	74,438	52,586	21,852
8598 Prior Year Revenue	-	-	-	896	-	-	5,863	-	0	-	-	311	-	7,070	-	7,070
8599 Other State Revenue	-	901	901	1,622	1,622	15,506	1,622	1,622	1,856	1,856	1,856	1,286,509	166,983	1,482,856	1,272,308	210,548
	12,881	26,662	18,075	19,692	18,796	37,079	45,110	31,677	18,996	223,123	105,154	1,474,473	212,609	2,244,328	1,846,104	398,224
<b>Other Local Revenue</b>																
8660 Interest Revenue	-	13,947	6,841	6,739	6,519	6,819	6,636	6,127	6,283	6,027	6,685	6,567	-	79,189	86,653	(7,464)
	-	13,947	6,841	6,739	6,519	6,819	6,636	6,127	6,283	6,027	6,685	6,567	-	79,189	86,653	(7,464)
<b>Total Revenue</b>	<b>62,994</b>	<b>268,235</b>	<b>219,134</b>	<b>417,139</b>	<b>321,453</b>	<b>699,515</b>	<b>489,002</b>	<b>390,033</b>	<b>347,959</b>	<b>824,396</b>	<b>576,133</b>	<b>2,246,849</b>	<b>273,949</b>	<b>7,136,791</b>	<b>5,926,689</b>	<b>1,210,102</b>



**TEACH Prep Elementary School**

**Monthly Cash Flow/Forecast FY23-24**

Revised 7/25/24

Actuals Through: **6/6/2024**

ADA = 237.65

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Expenses</b>																
<b>Certificated Salaries</b>																
1100 Teachers' Salaries	3,531	69,079	71,295	72,732	72,417	76,457	76,457	76,457	76,457	64,818	70,078	70,078	-	799,855	914,144	114,288
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	61,687	61,687
1175 Teachers' Extra Duty/Stipends	-	-	10,500	-	-	26,026	-	-	-	5,000	-	27,589	-	69,115	16,125	(52,990)
1300 Administrators' Salaries	10,686	18,186	18,186	18,186	18,186	24,705	14,510	19,004	19,004	19,004	19,004	19,004	-	217,665	319,588	101,923
	14,217	87,265	99,980	90,918	90,603	127,188	90,967	95,461	95,461	88,822	89,082	116,670	-	1,086,635	1,311,543	224,908
<b>Classified Salaries</b>																
2100 Instructional Salaries	7,980	20,940	29,424	26,682	26,127	36,226	22,443	26,905	26,249	32,913	29,374	27,353	-	312,614	245,984	(66,630)
2200 Support Salaries	-	-	-	-	-	1,368	1,332	2,727	1,638	1,242	2,088	1,662	-	12,057	42,381	30,324
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	25,455	25,455
2400 Clerical and Office Staff Salaries	7,889	8,417	9,077	9,089	9,161	11,242	8,476	10,193	9,077	9,076	9,063	13,387	-	114,149	100,627	(13,522)
2900 Other Classified Salaries	9,486	9,613	8,524	8,805	8,075	5,768	4,755	10,440	8,964	9,410	8,740	11,756	-	104,335	120,101	15,765
	25,355	38,969	47,025	44,576	43,363	54,604	37,005	50,265	45,928	52,641	49,266	54,159	-	543,156	534,548	(8,608)
<b>Benefits</b>																
3101 STRS	2,715	16,668	17,950	17,365	13,975	23,744	18,233	18,233	18,233	16,065	17,015	20,792	-	200,987	250,505	49,517
3202 PERS	702	-	-	-	-	-	-	-	-	-	-	-	-	702	-	(702)
3301 OASDI	1,564	2,408	2,908	2,756	2,681	3,378	2,286	3,108	2,840	3,256	3,046	3,350	-	33,580	33,142	(438)
3311 Medicare	561	1,812	2,113	1,947	1,924	2,615	1,916	2,109	2,046	2,047	2,002	2,473	-	23,565	26,768	3,203
3401 Health and Welfare	12,059	11,572	11,507	12,031	11,877	11,769	4,397	41,594	31,531	59,786	(1,546)	(7,495)	-	199,081	157,500	(41,581)
3501 State Unemployment	52	1,517	514	84	53	116	4,653	1,631	675	232	180	127	-	9,834	18,130	8,296
3601 Workers' Compensation	5,034	-	10,974	-	1,259	1,259	1,259	2,517	1,259	1,259	-	-	-	24,817	25,845	1,028
3901 Other Benefits	989	1,690	1,678	1,664	1,605	2,278	1,711	1,861	1,817	1,854	2,099	2,836	-	22,081	73,844	51,762
	23,677	35,667	47,644	35,846	33,373	45,157	34,455	71,052	58,399	84,499	22,796	22,083	-	514,648	585,734	71,086
<b>Books and Supplies</b>																
4100 Textbooks and Core Materials	1,004	-	-	6,230	510	1,982	-	-	99	64,719	-	993	-	75,536	16,300	(59,236)
4200 Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10,000	10,000
4302 School Supplies	-	8,207	9,068	2,479	472	-	1,600	3,583	443	3,283	181	4,083	-	33,400	50,200	16,800
4305 Software	41,203	41,865	6,425	10,642	63	-	2,265	8,482	7,177	(4,011)	(3,500)	-	-	110,611	109,800	(811)
4310 Office Expense	5,274	19,117	2,483	7,225	6,627	18,111	2,830	6,013	(9,320)	10,095	2,843	5,183	-	76,480	41,100	(35,380)
4311 Business Meals	-	-	-	167	-	-	115	-	-	-	-	213	-	496	200	(296)
4400 Noncapitalized Equipment	30,579	3,239	-	8,530	-	8,953	(6,423)	2,097	-	2,524	131	21,400	-	71,030	24,200	(46,830)
4700 Food Services	-	6,525	32,622	37,151	-	68,180	24,503	34,618	37,490	-	108,152	58,295	-	407,535	177,655	(229,881)
	78,060	78,953	50,597	72,423	7,671	97,226	24,889	54,792	35,890	76,610	107,808	90,167	-	775,088	429,455	(345,633)





**TEACH Prep Elementary School**

**Monthly Cash Flow/Forecast FY23-24**

Revised 7/25/24

Actuals Through: **6/6/2024**

ADA = 237.65

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Cash Flow Adjustments</b>																
Monthly Surplus (Deficit)	(181,141)	(102,188)	(154,329)	2,224	(62,253)	185,545	57,231	(130,036)	(155,626)	355,517	120,085	1,388,494	(573,082)	750,441		
Cash flows from operating activities																
Depreciation/Amortization	4,153	4,153	4,153	3,730	3,941	3,941	4,255	4,255	4,255	4,255	4,255	197,518	-	242,862		
Public Funding Receivables	309,953	(11,287)	141,607	4,556	-	44,455	(175,667)	166,613	146,985	7,008	-	(628,228)	(273,949)	(267,954)		
Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	(2,856)	-	(2,856)		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	(348,389)	86,027	130,502	97,706	76,866	(709,757)	159,823	146,271	81,602	49,826	39,305	230,204	-	39,985		
Prepaid Expenses	37,422	-	-	-	-	(2,167)	(3,262)	(19,675)	(62,697)	83,095	(7,210)	(22,958)	-	2,548		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(122,707)	3,485	(26,471)	-	-	-	-	47,486	24,449	(72,386)	-	154,938	847,031	855,825		
Accrued Expenses	(4,505)	(6,446)	2,710	17,029	58,619	(34,679)	4,619	(4,039)	-	(59,533)	(24,407)	17,985	-	(32,645)		
Deferred Revenue	59,289	29,910	29,910	46,489	53,838	(16,564)	44,116	61,876	76,841	74,950	200,449	(1,177,011)	-	(1,177,011)		
Other Liabilities	57	37	(20)	(78)	(135)	138	-	-	-	-	-	(191,248)	-	(191,248)		
Cash flows from investing activities																
Purchases of Prop. And Equip.	(8,957)	-	-	-	-	-	(15,769)	-	-	-	-	-	-	-	(24,726)	
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Total Change in Cash</b>	<b>(254,823)</b>	<b>3,691</b>	<b>128,063</b>	<b>171,657</b>	<b>130,877</b>	<b>(529,088)</b>	<b>75,346</b>	<b>272,750</b>	<b>115,808</b>	<b>442,731</b>	<b>332,477</b>	<b>(33,162)</b>				
Cash, Beginning of Month	3,201,462	2,946,638	2,950,329	3,078,392	3,250,049	3,380,925	2,851,838	2,927,184	3,199,934	3,315,742	3,758,472	4,090,950				
Cash, End of Month	<b>2,946,638</b>	<b>2,950,329</b>	<b>3,078,392</b>	<b>3,250,049</b>	<b>3,380,925</b>	<b>2,851,838</b>	<b>2,927,184</b>	<b>3,199,934</b>	<b>3,315,742</b>	<b>3,758,472</b>	<b>4,090,950</b>	<b>4,057,788</b>				



**Teach Public Schools FY23-24**

**Monthly Cash Flow/Forecast FY23-24**

Revised 7/25/2024

Actuals Through: Year-End Accruals

ADA = 0.01

Revenues

State Aid - Revenue Limit

Federal Revenue

Other State Revenue

Other Local Revenue

8689 Other Fees and Contracts

Total Revenue

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
															ADA = 0.01	
State Aid - Revenue Limit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	-
Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenue																
8689 Other Fees and Contracts	26,040	80,113	119,576	152,481	179,052	238,933	261,167	90,741	202,387	328,898	280,010	900,291	27,194	2,886,885	2,413,859	473,026
	26,040	80,113	119,576	152,481	179,052	238,933	261,167	90,741	202,387	328,898	280,010	900,291	27,194	2,886,885	2,413,859	473,026
<b>Total Revenue</b>	<b>26,040</b>	<b>80,113</b>	<b>119,576</b>	<b>152,481</b>	<b>179,052</b>	<b>238,933</b>	<b>261,167</b>	<b>90,741</b>	<b>202,387</b>	<b>328,898</b>	<b>280,010</b>	<b>900,291</b>	<b>27,194</b>	<b>2,886,885</b>	<b>2,413,860</b>	<b>473,026</b>





**Teach Public Schools FY23-24**

**Monthly Cash Flow/Forecast FY23-24**

Revised 7/25/2024

Actuals Through: Year-End Accruals

ADA = 0.01

**Expenses**

**Certificated Salaries**

- 1175 Teachers' Extra Duty/Stipends
- 1300 Administrators' Salaries
- 1900 Other Certificated Salaries

**Classified Salaries**

- 2200 Support Salaries
- 2300 Classified Administrators' Salaries
- 2400 Clerical and Office Staff Salaries

**Benefits**

- 3101 STRS
- 3202 PERS
- 3301 OASDI
- 3311 Medicare
- 3401 Health and Welfare
- 3501 State Unemployment
- 3601 Workers' Compensation
- 3901 Other Benefits

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Expenses</b>																
<b>Certificated Salaries</b>																
1175 Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	-	-	39,393	-	39,393	-	(39,393)
1300 Administrators' Salaries	61,745	61,745	66,245	61,745	61,745	118,036	28,336	64,510	64,510	64,510	127,740	64,510	-	845,378	737,341	(108,037)
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	68,668	68,668
	61,745	61,745	66,245	61,745	61,745	118,036	28,336	64,510	64,510	64,510	127,740	103,903	-	884,771	806,009	(78,762)
<b>Classified Salaries</b>																
2200 Support Salaries	7,772	7,772	9,272	7,772	7,772	17,995	8,122	-	-	-	-	-	-	66,478	-	(66,478)
2300 Classified Administrators' Salaries	40,015	40,015	46,015	40,015	40,015	86,637	30,250	41,798	41,798	41,798	69,393	69,970	-	587,721	475,028	(112,692)
2400 Clerical and Office Staff Salaries	13,616	13,616	16,616	13,616	13,616	27,677	4,667	7,744	14,220	14,220	23,425	24,293	-	187,328	160,995	(26,333)
	61,404	61,404	71,904	61,404	61,404	132,309	43,040	49,542	56,018	56,018	92,818	94,263	-	841,527	636,023	(205,503)
<b>Benefits</b>																
3101 STRS	11,736	11,736	12,596	11,736	11,743	22,231	12,264	12,114	12,264	12,264	15,943	21,157	-	167,784	153,948	(13,836)
3202 PERS	-	-	-	-	-	23	-	-	-	-	-	-	-	23	-	(23)
3301 OASDI	3,778	3,778	4,429	3,778	3,778	7,497	3,510	3,014	3,415	3,415	5,697	5,631	-	51,721	39,433	(12,288)
3311 Medicare	1,762	1,762	1,980	1,762	1,762	3,596	1,738	1,622	1,716	1,716	3,167	2,842	-	25,428	20,909	(4,518)
3401 Health and Welfare	8,656	8,833	8,634	8,654	8,654	8,101	191	1,444	2,146	50,835	(2,377)	4,286	-	108,058	67,500	(40,558)
3501 State Unemployment	-	-	-	-	(33)	-	2,285	201	618	(98)	276	-	-	3,249	5,390	2,141
3601 Workers' Compensation	3,932	-	983	-	983	983	1,966	983	983	983	-	-	-	11,797	20,188	8,392
3901 Other Benefits	5,147	5,147	4,719	4,719	4,719	8,356	5,494	4,768	4,930	4,930	6,005	7,722	-	66,659	79,312	12,653
	35,012	31,256	33,341	30,650	31,606	50,788	26,465	25,129	26,073	74,046	28,711	41,639	-	434,718	386,681	(48,037)



**Teach Public Schools FY23-24**

**Monthly Cash Flow/Forecast FY23-24**

Revised 7/25/2024

Actuals Through: Year-End Accruals

ADA = 0.01

**Books and Supplies**

4302	School Supplies	-	-	-	-	-	-	-	706	-	152	-	-	-
4305	Software	210	75	82	23	40	2,624	69	6,328	109	775	455	624	-
4310	Office Expense	6,221	7,311	15,298	8,323	5,221	3,355	2,700	468	2,886	3,797	3,760	3,065	-
4311	Business Meals	150	32	1,314	648	1,361	577	-	1,632	1,075	250	2,101	58	-
4400	Noncapitalized Equipment	42,453	-	-	263	526	-	2,140	941	2,329	2,627	(2,294)	2,904	-

**Subagreement Services**

5105	Security	-	-	-	1,375	3,740	-	-	733	-	-	-	2,564	-
		-	-	-	1,375	3,740	-	-	733	-	-	-	2,564	-

**Operations and Housekeeping**

5201	Auto and Travel	3,463	-	1,472	5,541	20,287	(4,110)	3,998	4,560	7,125	6,303	8,213	9,607	-
5300	Dues & Memberships	-	-	-	-	-	-	-	-	-	-	-	-	-
5400	Insurance	-	-	-	-	-	-	-	-	20	298	(278)	-	-
5501	Utilities	-	1,014	1,194	1,331	1,237	1,524	1,735	1,041	1,640	1,659	1,152	1,233	-
5900	Communications	6,118	2,881	180	3,782	1,714	2,379	1,819	1,704	360	360	(360)	-	-
5901	Postage and Shipping	120	20	220	20	2,572	(766)	320	120	20	1,020	114	320	-

**Facilities, Repairs and Other Leases**

5602	Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-
5603	Equipment Leases	-	-	-	-	-	-	-	28	-	-	114	96	-
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Repairs and Maintenance	-	197	-	-	-	-	259	-	-	-	-	-	-
		-	197	-	-	-	-	259	28	-	-	114	96	-

**Professional/Consulting Services**

5801	IT	-	-	-	-	-	-	-	-	-	-	-	-	-
5802	Audit & Taxes	-	-	-	-	-	-	-	-	-	-	-	6,563	-
5803	Legal	-	-	2,340	293	10,323	-	-	75	-	-	(1,575)	-	-
5804	Professional Development	645	-	-	1,500	-	-	5,900	-	-	-	-	8,100	-
5805	General Consulting	-	-	-	123	-	-	314	-	-	-	1,575	-	-
5806	Special Activities/Field Trips	-	-	-	-	-	-	-	-	-	-	313	-	-
5807	Bank Charges	130	130	130	130	125	125	165	125	145	125	145	125	-
5808	Printing	-	-	-	-	-	-	-	-	361	-	-	2,676	-
5809	Other taxes and fees	88	-	(970)	246	-	974	61	-	-	649	-	-	-
5810	Payroll Service Fee	-	44	-	-	40	-	-	-	-	-	-	-	-
5811	Management Fee	-	-	-	-	-	-	-	-	-	-	600	-	1,920
5815	Public Relations/Recruitment	147	550	1,626	-	-	-	-	-	-	-	-	-	-

**Depreciation**

6900	Depreciation Expense	985	985	985	985	985	985	1,729	2,435	2,378	2,997	3,262	3,068	-
		985	985	985	985	985	985	1,729	2,435	2,378	2,997	3,262	3,068	-

**Interest**

		-	-	-	-	-	-	-	-	-	-	-	-	-
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**Total Expenses**

		218,890	167,644	195,361	178,381	206,442	305,283	119,051	160,077	165,049	217,536	266,567	280,807	1,920
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**Monthly Surplus (Deficit)**

		(192,850)	(87,530)	(75,785)	(25,900)	(27,390)	(66,350)	142,115	(69,336)	37,338	111,362	13,444	619,484	25,274
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Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
													859	4,300	3,441
													11,412	7,600	(3,812)
													62,405	40,800	(21,605)
													9,199	8,700	(499)
													51,888	5,900	(45,988)
													135,763	67,300	(68,463)
													8,412	-	(8,412)
													8,412	-	(8,412)
													66,459	31,000	(35,459)
													-	1,600	1,600
													40	2,700	2,660
													14,761	-	(14,761)
													20,937	31,400	10,463
													4,099	5,900	1,801
													106,297	72,600	(33,697)
													-	500	500
													238	2,900	2,662
													-	2,900	2,900
													-	1,900	1,900
													456	3,800	3,344
													694	12,000	11,306
													-	1,600	1,600
													6,563	13,500	6,938
													11,456	6,000	(5,456)
													18,095	19,300	1,205
													2,013	8,900	6,887
													313	600	287
													1,600	3,100	1,500
													3,037	300	(2,737)
													1,048	4,500	3,452
													84	2,500	2,416
													2,520	48,000	45,480
													2,323	700	(1,623)
													49,052	109,000	59,949
													21,777	13,800	(7,977)
													21,777	13,800	(7,977)
													-	-	-
													-	-	-
													2,483,010	2,103,413	(379,597)
													403,875	310,446	93,429



**Teach Public Schools FY23-24**

**Monthly Cash Flow/Forecast FY23-24**

Revised 7/25/2024

Actuals Through: Year-End Accruals

ADA = 0.01

Cash Flow Adjustments

Monthly Surplus (Deficit)

Cash flows from operating activities

- Depreciation/Amortization
- Public Funding Receivables
- Grants and Contributions Rec.
- Due To/From Related Parties
- Prepaid Expenses
- Other Assets
- Accounts Payable
- Accrued Expenses
- Deferred Revenue
- Other Liabilities

Cash flows from investing activities

- Purchases of Prop. And Equip.
- Notes Receivable

Cash flows from financing activities

- Proceeds from Factoring
- Payments on Factoring
- Proceeds(Payments) on Debt

Total Change in Cash

Cash, Beginning of Month

Cash, End of Month

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Monthly Surplus (Deficit)	(192,850)	(87,530)	(75,785)	(25,900)	(27,390)	(66,350)	142,115	(69,336)	37,338	111,362	13,444	619,484	25,274	403,875		
Cash flows from operating activities																
Depreciation/Amortization	985	985	985	985	985	985	1,729	2,435	2,378	2,997	3,262	3,068	-	21,777		
Public Funding Receivables	-	-	-	-	-	-	-	-	-	-	-	-	(27,194)	(27,194)		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	(31,871)	-	-	-	(31,871)		
Due To/From Related Parties	377,149	168,167	(514,607)	(854,796)	(68,197)	1,029,770	(867,142)	(94,303)	87,888	206,971	(21,541)	(610,333)	-	(1,160,975)		
Prepaid Expenses	8,068	-	-	-	-	-	-	-	-	(778)	12	(9,062)	-	(1,760)		
Other Assets	-	-	(1,367)	-	-	-	-	-	-	-	-	-	-	(1,367)		
Accounts Payable	(559)	1,367	-	(488)	-	-	-	42,348	(42,328)	(20)	-	16,250	1,920	18,491		
Accrued Expenses	(45,292)	137,196	15,133	(38,775)	(16,496)	(89,627)	185,761	15,974	(83,459)	(24,598)	31,810	(31,442)	-	56,183		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	67,995	(67,995)	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	(1,311)	(26,792)	(42,348)	(22,318)	-	(4,332)	(4,374)	-	(101,474)		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Change in Cash</b>	<b>147,500</b>	<b>220,184</b>	<b>(575,642)</b>	<b>(918,974)</b>	<b>(111,099)</b>	<b>873,467</b>	<b>(564,329)</b>	<b>(145,231)</b>	<b>(20,501)</b>	<b>264,064</b>	<b>90,650</b>	<b>(84,403)</b>				
<b>Cash, Beginning of Month</b>	<b>1,985,162</b>	<b>2,132,663</b>	<b>2,352,847</b>	<b>1,777,205</b>	<b>858,231</b>	<b>747,132</b>	<b>1,620,599</b>	<b>1,056,270</b>	<b>911,039</b>	<b>890,538</b>	<b>1,154,602</b>	<b>1,245,251</b>				
<b>Cash, End of Month</b>	<b>2,132,663</b>	<b>2,352,847</b>	<b>1,777,205</b>	<b>858,231</b>	<b>747,132</b>	<b>1,620,599</b>	<b>1,056,270</b>	<b>911,039</b>	<b>890,538</b>	<b>1,154,602</b>	<b>1,245,251</b>	<b>1,160,849</b>				

**Teach Academy of Technology**

**Budget vs Actual**

For the period ended June 30, 2024

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
<b>Revenues</b>							
State Aid - Revenue Limit							
LCFF State Aid	\$ 1,206,707	\$ 526,649	\$ 680,058	\$ 3,652,010	2,925,947	\$ 726,063	\$ 2,925,947
Education Protection Account	(390,522)	311,358	(701,880)	636,196	1,245,430	(609,234)	1,245,430
State Aid - Prior Year	(18,718)	-	(18,718)	-	-	-	-
In Lieu of Property Taxes	105,267	167,418	(62,151)	1,568,398	1,195,781	372,617	1,195,781
Total State Aid - Revenue Limit	902,734	1,005,424	(102,690)	5,856,604	5,367,158	489,446	5,367,158
Federal Revenue							
Special Education - Entitlement	1,586	16,512	(14,926)	104,671	91,731	12,940	91,731
Federal Child Nutrition	140,265	78,220	62,046	356,673	274,455	82,219	274,455
Title I, Part A - Basic Low Income	-	-	-	197,043	216,315	(19,272)	216,315
Title II, Part A - Teacher Quality	280	-	280	19,303	21,743	(2,440)	21,743
Title III - Limited English	-	15,012	(15,012)	-	15,012	(15,012)	15,012
Other Federal Revenue	31,564	67,308	(35,744)	284,892	269,232	15,660	269,232
Prior Year Federal Revenue	132	-	132	40,034	-	40,034	-
Total Federal Revenue	173,827	177,052	(3,225)	1,002,616	888,488	114,129	888,488
Other State Revenue							
State Special Education	12,408	68,708	(56,300)	368,928	381,695	(12,767)	381,695
State Child Nutrition	26,674	7,404	19,271	81,647	25,978	55,669	25,978
School Facilities (SB740)	181,380	116,813	64,567	583,008	467,253	115,755	467,253
Mandated Cost	-	-	-	7,445	7,267	178	7,267
State Lottery	63,206	44,438	18,767	128,510	88,874	39,637	88,874
Prior Year Revenue	524	-	524	11,534	-	11,534	-
Other State Revenue	891,087	290,535	600,552	1,126,695	1,266,025	(139,330)	1,266,025
Total Other State Revenue	1,175,279	527,899	647,380	2,307,767	2,237,091	70,676	2,237,091
Other Local Revenue							
Interest Revenue	15,409	16,378	(969)	185,802	196,531	(10,729)	196,531
Total Other Local Revenue	15,409	16,378	(969)	185,802	196,531	(10,729)	196,531
<b>Total Revenues</b>	<b>\$ 2,267,249</b>	<b>\$ 1,726,753</b>	<b>\$ 540,496</b>	<b>\$ 9,352,789</b>	<b>\$ 8,689,267</b>	<b>\$ 663,521</b>	<b>\$ 8,689,267</b>
<b>Expenses</b>							
Certificated Salaries							
Teachers' Salaries	\$ 114,495	\$ -	\$ (114,495)	\$ 1,333,330	\$ 1,274,548	\$ (58,782)	\$ 1,274,548
Teachers' Substitute Hours	-	-	-	-	102,214	102,214	102,214
Teachers' Extra Duty/Stipends	32,052	-	(32,052)	114,426	-	(114,426)	-
Pupil Support Salaries	18,384	13,533	(4,851)	175,141	238,812	63,671	238,812
Administrators' Salaries	10,000	30,893	20,893	111,793	370,717	258,924	370,717
Other Certificated Salaries	-	-	-	250	160,198	159,948	160,198
Total Certificated Salaries	174,931	44,426	(130,506)	1,734,940	2,146,488	411,548	2,146,488
Classified Salaries							
Instructional Salaries	17,372	-	(17,372)	183,024	164,492	(18,532)	164,492
Support Salaries	6,072	3,994	(2,078)	73,547	47,928	(25,619)	47,928
Supervisors' and Administrators' Salaries	-	-	-	-	30,372	30,372	30,372
Clerical and Office Staff Salaries	23,008	17,032	(5,976)	225,638	204,383	(21,255)	204,383
Other Classified Salaries	23,058	15,886	(7,172)	203,827	190,633	(13,194)	190,633
Total Classified Salaries	69,509	36,912	(32,597)	686,037	637,807	(48,229)	637,807
Benefits							
State Teachers' Retirement System, certificated posi	27,257	8,485	(18,772)	299,872	409,979	110,107	409,979
Public Employees' Retirement System, classified pos	14,155	9,966	(4,189)	163,082	172,208	9,126	172,208
OASDI/Medicare/Alternative, certificated positions	4,763	2,289	(2,474)	43,622	39,544	(4,078)	39,544
Medicare/Alternative, certificated positions	3,542	1,179	(2,363)	35,114	40,372	5,258	40,372
Health and Welfare Benefits, certificated positions	7,130	20,625	13,495	244,773	247,500	2,727	247,500
State Unemployment Insurance, certificated positio	125	1,103	978	13,981	22,050	8,069	22,050
Workers' Compensation Insurance, certificated posit	-	1,139	1,139	32,493	38,980	6,487	38,980
Other Benefits, certificated positions	3,520	-	(3,520)	19,651	-	(19,651)	-
Total Benefits	60,493	44,786	(15,707)	852,589	970,633	118,044	970,633

**Teach Academy of Technology****Budget vs Actual**

For the period ended June 30, 2024

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
<b>Books &amp; Supplies</b>							
Textbooks and Core Materials	-	-	-	431,837	29,200	(402,637)	29,200
Books and Reference Materials	-	-	-	6,750	-	(6,750)	-
School Supplies	2,746	6,325	3,579	56,489	75,900	19,411	75,900
Software	15,459	13,825	(1,634)	152,989	165,900	12,911	165,900
Office Expense	8,379	6,292	(2,087)	103,919	75,500	(28,419)	75,500
Business Meals	-	8	8	434	100	(334)	100
School Fundraising Expense	-	133	133	-	1,600	1,600	1,600
Noncapitalized Equipment	-	-	-	87,920	130,700	42,780	130,700
Food Services	77,928	27,312	(50,616)	450,187	300,432	(149,754)	300,432
<b>Total Books &amp; Supplies</b>	<b>104,512</b>	<b>53,895</b>	<b>(50,616)</b>	<b>1,290,525</b>	<b>779,332</b>	<b>(511,192)</b>	<b>779,332</b>
<b>Subagreement Services</b>							
Nursing	-	8	8	-	100	100	100
Special Education	183,311	17,618	(165,693)	584,465	193,800	(390,665)	193,800
Substitute Teacher	110,337	10,809	(99,528)	371,047	118,900	(252,147)	118,900
Transportation	10,444	564	(9,880)	107,971	6,200	(101,771)	6,200
Security	3,849	2,164	(1,685)	64,365	23,800	(40,565)	23,800
Other Educational Consultants	60,031	26,730	(33,301)	263,947	267,300	3,353	267,300
<b>Total Subagreement Services</b>	<b>367,972</b>	<b>57,893</b>	<b>(310,079)</b>	<b>1,391,796</b>	<b>610,100</b>	<b>(781,696)</b>	<b>610,100</b>
<b>Operations &amp; Housekeeping</b>							
Auto and Travel	-	27	27	1,281	300	(981)	300
Dues & Memberships	-	192	192	6,519	2,300	(4,219)	2,300
Insurance	-	6,158	6,158	101,617	73,900	(27,717)	73,900
Utilities	3,881	7,325	3,444	90,756	87,900	(2,856)	87,900
Janitorial Services	16,068	2,508	(13,560)	68,273	30,100	(38,173)	30,100
Other taxes and fees	-	-	-	-	-	-	0
Communications	3	2,233	2,230	17,045	26,800	9,755	26,800
Postage and Shipping	559	290	(269)	570	2,900	2,330	2,900
<b>Total Operations &amp; Housekeeping</b>	<b>20,512</b>	<b>18,734</b>	<b>(1,778)</b>	<b>286,061</b>	<b>224,200</b>	<b>(61,861)</b>	<b>224,200</b>
<b>Facilities, Repairs &amp; Other Leases</b>							
Rent	51,059	73,559	22,500	850,073	882,708	32,635	882,708
Additional Rent	-	308	308	-	3,700	3,700	3,700
Equipment Leases	4,463	5,092	628	31,510	61,100	29,590	61,100
Real/Personal Property Taxes	-	8	8	-	100	100	100
Repairs and Maintenance	23,782	3,333	(20,448)	169,452	40,000	(129,452)	40,000
<b>Total Facilities, Repairs &amp; Other Leases</b>	<b>79,304</b>	<b>82,301</b>	<b>2,996</b>	<b>1,051,035</b>	<b>987,608</b>	<b>(63,427)</b>	<b>987,608</b>
<b>Professional/Consulting Services</b>							
IT	-	100	100	-	1,200	1,200	1,200
Audit & Taxes	7,513	-	(7,513)	21,678	-	(21,678)	-
Legal	11,072	117	(10,955)	65,213	1,400	(63,814)	1,400
Professional Development	(3,649)	4,740	8,389	19,888	47,400	27,512	47,400
General Consulting	11,500	38,528	27,028	24,367	385,284	360,917	385,284
Special Activities/Field Trips	15,758	-	(15,758)	38,595	12,500	(26,095)	12,500
Bank Charges	-	10	10	-	100	100	100
Printing	2,575	860	(1,715)	19,979	8,600	(11,379)	8,600
Other Taxes and Fees	434	3,130	2,696	10,958	31,300	20,342	31,300
Payroll Service Fee	1,613	350	(1,263)	6,164	4,200	(1,964)	4,200
Management Fee	240,720	75,953	(164,767)	987,245	911,440	(75,804)	911,440
District Oversight Fee	3,149	10,054	6,905	58,566	53,672	(4,894)	53,672
County Fees	2,372	850	(1,522)	9,124	3,400	(5,724)	3,400
SPED Encroachment	16,606	44,515	27,909	307,911	265,919	(41,992)	265,919
Public Relations/Recruitment	1,167	530	(637)	26,057	5,300	(20,757)	5,300
<b>Total Professional/Consulting Services</b>	<b>310,830</b>	<b>179,738</b>	<b>(131,092)</b>	<b>1,595,747</b>	<b>1,731,715</b>	<b>135,968</b>	<b>1,731,715</b>

**Teach Academy of Technology****Budget vs Actual**

For the period ended June 30, 2024

	<b>Current Period Actual</b>	<b>Current Period Budget</b>	<b>Current Period Variance</b>	<b>Current Year Actual</b>	<b>YTD Budget</b>	<b>YTD Budget Variance</b>	<b>Total Budget</b>
Depreciation							
Depreciation Expense	8,277	12,467	4,189	104,778	149,600	44,822	149,600
Total Depreciation	8,277	12,467	4,189	104,778	149,600	44,822	149,600
Interest							
Interest Expense	1,288	-	(1,288)	15,460	-	(15,460)	-
Total Interest	1,288	-	(1,288)	15,460	-	(15,460)	-
<b>Total Expenses</b>	<b>\$ 1,197,629</b>	<b>\$ 531,151</b>	<b>\$ (666,479)</b>	<b>\$ 9,008,967</b>	<b>\$ 8,237,484</b>	<b>\$ (771,484)</b>	<b>\$ 8,237,484</b>
<b>Change in Net Assets</b>	<b>1,069,620</b>	<b>1,195,602</b>	<b>(125,982)</b>	<b>343,821</b>	<b>451,784</b>	<b>(107,963)</b>	<b>451,784</b>
Net Assets, Beginning of Period	6,146,478			6,872,276			
<b>Net Assets, End of Period</b>	<b><u>7,216,097</u></b>			<b><u>7,216,097</u></b>			

**Teach Tech High School**

**Budget vs Actual**

For the period ended June 30, 2024

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
<b>Revenues</b>							
State Aid - Revenue Limit							
LCFF State Aid	\$ 673,788	\$ 953,934	\$ (280,146)	\$ 4,673,652	\$ 5,299,557	\$ (625,905)	\$ 5,299,557
Education Protection Account	16,134	19,364	(3,230)	71,202	77,456	(6,254)	77,456
State Aid - Prior Year	(17,383)	-	(17,383)	-	-	-	-
In Lieu of Property Taxes	73,752	180,083	(106,331)	1,360,937	1,286,251	74,686	1,286,251
Total State Aid - Revenue Limit	746,291	1,153,381	(407,090)	6,105,791	6,663,264	(557,473)	6,663,264
Federal Revenue							
Special Education - Entitlement	135	17,053	(16,918)	90,825	94,737	(3,912)	94,737
Federal Child Nutrition	80,116	80,196	(81)	259,926	281,391	(21,465)	281,391
Title I, Part A - Basic Low Income	46,745	-	46,745	189,912	190,799	(887)	190,799
Title II, Part A - Teacher Quality	3,901	-	3,901	18,946	23,560	(4,614)	23,560
Title III - Limited English	-	12,760	(12,760)	-	12,760	(12,760)	12,760
Other Federal Revenue	22,410	39,416	(17,006)	172,765	157,664	15,101	157,664
Prior Year Federal Revenue	129	-	129	129	-	129	-
Total Federal Revenue	153,435	149,426	4,010	732,503	760,910	(28,407)	760,910
Other State Revenue							
State Special Education	6,480	70,959	(64,479)	320,128	394,202	(74,074)	394,202
State Child Nutrition	20,990	7,591	13,399	67,263	26,634	40,628	26,634
School Facilities (SB740)	505,890	118,446	387,444	505,890	473,783	32,107	473,783
Mandated Cost	-	-	-	20,283	21,346	(1,063)	21,346
State Lottery	48,035	45,894	2,141	111,511	91,786	19,726	91,786
Prior Year Revenue	516	-	516	10,426	-	10,426	-
Other State Revenue	570,988	212,219	358,769	638,668	854,298	(215,630)	854,298
Total Other State Revenue	1,152,899	455,109	697,790	1,674,169	1,862,049	(187,880)	1,862,049
Other Local Revenue							
Interest Revenue	42,721	20,620	22,101	515,132	247,443	267,689	247,443
School Fundraising	-	-	-	625	-	625	-
Total Other Local Revenue	42,721	20,620	22,101	515,757	247,443	268,314	247,443
<b>Total Revenues</b>	<b>\$2,095,346</b>	<b>\$1,778,535</b>	<b>\$ 316,811</b>	<b>\$ 9,028,221</b>	<b>\$ 9,533,667</b>	<b>\$ (505,446)</b>	<b>\$ 9,533,667</b>
<b>Expenses</b>							
Certificated Salaries							
Teachers' Salaries	\$ 160,657	\$ -	\$ (160,657)	\$ 1,811,146	\$ 1,704,679	\$ (106,467)	\$ 1,704,679
Teachers' Substitute Hours	-	-	-	-	126,229	126,229	126,229
Teachers' Extra Duty/Stipends	63,118	-	(63,118)	175,485	41,219	(134,267)	41,219
Pupil Support Salaries	28,814	6,766	(22,047)	280,497	174,518	(105,980)	174,518
Administrators' Salaries	37,942	53,781	15,839	522,883	645,374	122,491	645,374
Total Certificated Salaries	290,531	60,548	(229,984)	2,790,012	2,692,018	(97,995)	2,692,018
Classified Salaries							
Instructional Salaries	20,121	-	(20,121)	251,015	399,315	148,300	399,315
Support Salaries	18,542	-	(18,542)	88,611	148,442	59,831	148,442
Supervisors' and Administrators' Salaries	-	-	-	3,276	51,286	48,010	51,286
Clerical and Office Staff Salaries	14,227	14,279	52	149,217	171,346	22,129	171,346
Other Classified Salaries	48,099	21,384	(26,715)	401,675	306,610	(95,065)	306,610
Total Classified Salaries	100,990	35,663	(65,327)	893,795	1,076,999	183,204	1,076,999
Benefits							
State Teachers' Retirement System, certificate	48,521	11,565	(36,957)	496,032	514,175	18,143	514,175
Public Employees' Retirement System, classifi	-	-	-	926	-	(926)	-
OASDI/Medicare/Alternative, certificated posi	6,250	2,211	(4,039)	56,541	66,774	10,233	66,774
Medicare/Alternative, certificated positions	5,670	1,395	(4,275)	53,345	54,651	1,306	54,651
Health and Welfare Benefits, certificated posi	39,910	30,000	(9,910)	343,124	360,000	16,876	360,000
State Unemployment Insurance, certificated p	-	1,470	1,470	19,617	29,400	9,783	29,400

**Teach Tech High School**

**Budget vs Actual**

For the period ended June 30, 2024

	<b>Current Period Actual</b>	<b>Current Period Budget</b>	<b>Current Period Variance</b>	<b>Current Year Actual</b>	<b>YTD Budget</b>	<b>YTD Budget Variance</b>	<b>Total Budget</b>
Workers' Compensation Insurance, certificate	-	1,347	1,347	40,548	52,766	12,218	52,766
Other Benefits, certificated positions	4,200	3,848	(352)	33,761	150,761	116,999	150,761
<b>Total Benefits</b>	<b>104,551</b>	<b>51,836</b>	<b>(52,715)</b>	<b>1,043,894</b>	<b>1,228,527</b>	<b>184,633</b>	<b>1,228,527</b>



**Teach Tech High School****Budget vs Actual**

For the period ended June 30, 2024

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
<b>Books &amp; Supplies</b>							
Textbooks and Core Materials	6,730	-	(6,730)	119,329	63,900	(55,429)	63,900
Books and Reference Materials	-	-	-	18,033	28,300	10,267	28,300
School Supplies	6,133	6,650	517	116,790	79,800	(36,990)	79,800
Software	-	16,142	16,142	120,019	193,700	73,681	193,700
Office Expense	6,410	4,875	(1,535)	120,280	58,500	(61,780)	58,500
Business Meals	-	17	17	151	200	49	200
Noncapitalized Equipment	1,509	-	(1,509)	63,393	150,000	86,607	150,000
Food Services	46,283	28,002	(18,281)	297,174	308,025	10,851	308,025
<b>Total Books &amp; Supplies</b>	<b>67,066</b>	<b>55,686</b>	<b>(11,380)</b>	<b>855,168</b>	<b>882,425</b>	<b>27,257</b>	<b>882,425</b>
<b>Subagreement Services</b>							
Special Education	70,858	22,318	(48,540)	272,508	245,500	(27,008)	245,500
Substitute Teacher	53,670	8,500	(45,170)	222,237	93,500	(128,737)	93,500
Transportation	10,444	1,845	(8,599)	119,011	20,300	(98,711)	20,300
Security	4,369	1,573	(2,796)	101,064	17,300	(83,764)	17,300
Other Educational Consultants	-	240	240	528	2,400	1,872	2,400
<b>Total Subagreement Services</b>	<b>139,341</b>	<b>34,476</b>	<b>(104,864)</b>	<b>715,348</b>	<b>379,000</b>	<b>(336,348)</b>	<b>379,000</b>
<b>Operations &amp; Housekeeping</b>							
Auto and Travel	-	173	173	837	1,900	1,063	1,900
Dues & Memberships	-	192	192	6,624	2,300	(4,324)	2,300
Insurance	-	6,167	6,167	105,526	74,000	(31,526)	74,000
Utilities	10,082	8,758	(1,324)	124,922	105,100	(19,822)	105,100
Janitorial Services	14,990	2,008	(12,982)	80,813	24,100	(56,713)	24,100
Communications	513	3,158	2,645	13,672	37,900	24,228	37,900
Postage and Shipping	594	40	(554)	594	400	(194)	400
<b>Total Operations &amp; Housekeeping</b>	<b>26,179</b>	<b>20,496</b>	<b>(5,683)</b>	<b>332,988</b>	<b>245,700</b>	<b>(87,289)</b>	<b>245,700</b>
<b>Facilities, Repairs &amp; Other Leases</b>							
Rent	64,340	69,870	5,530	741,335	838,440	97,105	838,440
Additional Rent	-	33	33	-	400	400	400
Equipment Leases	5,189	650	(4,539)	24,232	7,800	(16,432)	7,800
Real/Personal Property Taxes	-	17	17	-	200	200	200
Repairs and Maintenance	19,002	7,675	(11,327)	75,978	92,100	16,122	92,100
<b>Total Facilities, Repairs &amp; Other Leases</b>	<b>88,531</b>	<b>78,245</b>	<b>(10,286)</b>	<b>841,545</b>	<b>938,940</b>	<b>97,395</b>	<b>938,940</b>
<b>Professional/Consulting Services</b>							
IT	-	8	8	-	100	100	100
Audit & Taxes	6,201	-	(6,201)	20,365	-	(20,365)	-
Legal	-	50	50	83	600	517	600
Professional Development	-	7,400	7,400	27,816	74,000	46,184	74,000
General Consulting	11,500	1,850	(9,650)	14,933	18,500	3,567	18,500
Special Activities/Field Trips	7,870	-	(7,870)	139,052	30,800	(108,252)	30,800
Bank Charges	-	10	10	-	100	100	100
Printing	8,997	1,070	(7,927)	24,434	10,700	(13,734)	10,700
Other Taxes and Fees	197	2,640	2,443	9,028	26,400	17,372	26,400
Payroll Service Fee	1,613	275	(1,338)	5,357	3,300	(2,057)	3,300
Management Fee	230,455	82,573	(147,882)	964,911	990,874	25,964	990,874
District Oversight Fee	2,491	11,534	9,043	61,058	66,633	5,575	66,633
County Fees	2,180	1,000	(1,180)	7,964	4,000	(3,964)	4,000
SPED Encroachment	10,905	45,974	35,069	267,182	274,633	7,451	274,633
Public Relations/Recruitment	1,167	830	(337)	28,391	8,300	(20,091)	8,300
Scholarships	-	-	-	25	-	(25)	-
<b>Total Professional/Consulting Services</b>	<b>283,575</b>	<b>155,214</b>	<b>(128,361)</b>	<b>1,570,598</b>	<b>1,508,940</b>	<b>(61,658)</b>	<b>1,508,940</b>

**Teach Tech High School****Budget vs Actual**

For the period ended June 30, 2024

	<b>Current Period Actual</b>	<b>Current Period Budget</b>	<b>Current Period Variance</b>	<b>Current Year Actual</b>	<b>YTD Budget</b>	<b>YTD Budget Variance</b>	<b>Total Budget</b>
Depreciation							
Depreciation Expense	6,005	5,208	(796)	63,219	62,500	(719)	62,500
Total Depreciation	6,005	5,208	(796)	63,219	62,500	(719)	62,500
<b>Total Expenses</b>	<b>\$1,106,768</b>	<b>\$ 497,371</b>	<b>\$ (609,396)</b>	<b>\$ 9,106,567</b>	<b>\$ 9,015,047</b>	<b>\$ (91,520)</b>	<b>\$ 9,015,047</b>
<b>Change in Net Assets</b>	<b>988,578</b>	<b>1,281,164</b>	<b>(292,586)</b>	<b>(78,347)</b>	<b>518,619</b>	<b>(596,966)</b>	<b>518,619</b>
Net Assets, Beginning of Period	7,256,053			8,322,978			
<b>Net Assets, End of Period</b>	<b><u>\$8,244,631</u></b>			<b><u>\$ 8,244,631</u></b>			

## Teach Preparatory Mildred S. Cunningham &amp; Edith H. Morris Elementary School

## Budget vs Actual

For the period ended June 30, 2024

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
<b>Revenues</b>							
State Aid - Revenue Limit							
LCFF State Aid	\$ 474,692	\$ 465,591	\$ 9,101	\$ 2,662,179	\$ 2,586,861	\$ 75,318	\$ 2,586,861
Education Protection Account	11,416	11,094	322	47,530	44,376	3,154	44,376
State Aid - Prior Year	(10,480)	-	(10,480)	-	-	-	-
In Lieu of Property Taxes	127,867	103,170	24,697	908,477	736,971	171,506	736,971
Total State Aid - Revenue Limit	603,495	579,856	23,639	3,618,186	3,368,208	249,978	3,368,208
Federal Revenue							
Special Education - Entitlement	5,630	9,769	(4,139)	60,629	54,276	6,353	54,276
Federal Child Nutrition	108,680	46,254	62,426	305,078	162,293	142,785	162,293
Title I, Part A - Basic Low Income	-	-	-	111,154	108,368	2,786	108,368
Title II, Part A - Teacher Quality	205	-	205	11,440	13,515	(2,075)	13,515
Title III - Limited English	-	11,384	(11,384)	-	11,384	(11,384)	11,384
Other Federal Revenue	47,719	68,972	(21,253)	645,368	275,887	369,481	275,887
Prior Year Federal Revenue	79	-	79	79	-	79	-
Total Federal Revenue	162,313	136,379	25,934	1,133,747	625,723	508,024	625,723
Other State Revenue							
State Special Education	23,487	40,650	(17,163)	213,697	225,846	(12,149)	225,846
State Child Nutrition	28,056	4,378	23,677	78,541	15,361	63,179	15,361
School Facilities (SB740)	100,390	68,926	31,464	337,701	275,703	61,998	275,703
Mandated Cost	-	-	-	4,399	4,300	99	4,300
State Lottery	35,721	26,292	9,429	74,438	52,586	21,852	52,586
Prior Year Revenue	311	-	311	7,070	-	7,070	-
Other State Revenue	1,286,509	296,685	989,824	1,315,873	1,272,308	43,565	1,272,308
Total Other State Revenue	1,474,473	436,931	1,037,542	2,031,719	1,846,104	185,615	1,846,104
Other Local Revenue							
Interest Revenue	6,567	7,221	(654)	79,189	86,653	(7,464)	86,653
Total Other Local Revenue	6,567	7,221	(654)	79,189	86,653	(7,464)	86,653
<b>Total Revenues</b>	<b>\$ 2,246,849</b>	<b>\$ 1,160,386</b>	<b>\$ 1,086,462</b>	<b>\$ 6,862,842</b>	<b>\$ 5,926,688</b>	<b>\$ 936,153</b>	<b>\$ 5,926,688</b>
<b>Expenses</b>							
Certificated Salaries							
Teachers' Salaries	\$ 70,078	\$ -	\$ (70,078)	\$ 799,855	\$ 914,144	\$ 114,288	\$ 914,144
Teachers' Substitute Hours	-	-	-	-	61,687	61,687	61,687
Teachers' Extra Duty/Stipends	27,589	-	(27,589)	69,115	16,125	(52,990)	16,125
Administrators' Salaries	19,004	26,632	7,628	217,665	319,588	101,923	319,588
Total Certificated Salaries	116,670	26,632	(90,038)	1,086,635	1,311,543	224,908	1,311,543
Classified Salaries							
Instructional Salaries	27,353	-	(27,353)	312,614	245,984	(66,630)	245,984
Support Salaries	1,662	3,532	1,870	12,057	42,381	30,324	42,381
Supervisors' and Administrators' Salaries	-	2,121	2,121	-	25,455	25,455	25,455
Clerical and Office Staff Salaries	13,387	8,386	(5,002)	114,149	100,627	(13,522)	100,627
Other Classified Salaries	11,756	10,008	(1,748)	104,335	120,101	15,765	120,101
Total Classified Salaries	54,159	24,047	(30,112)	543,156	534,548	(8,608)	534,548
Benefits							
State Teachers' Retirement System, certificated po	20,792	5,087	(15,705)	200,987	250,505	49,517	250,505
Public Employees' Retirement System, classified pr	-	-	-	702	-	(702)	-
OASDI/Medicare/Alternative, certificated position:	3,350	1,491	(1,859)	33,580	33,142	(438)	33,142
Medicare/Alternative, certificated positions	2,473	735	(1,738)	23,565	26,768	3,203	26,768
Health and Welfare Benefits, certificated positions	(7,495)	13,125	20,620	199,081	157,500	(41,581)	157,500
State Unemployment Insurance, certificated positi	127	907	779	9,834	18,130	8,296	18,130
Workers' Compensation Insurance, certificated po:	-	710	710	24,817	25,845	1,028	25,845
Other Benefits, certificated positions	2,836	2,027	(809)	22,081	73,844	51,762	73,844
Total Benefits	22,083	24,081	1,998	514,648	585,734	71,085	585,734

**Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School****Budget vs Actual**

For the period ended June 30, 2024

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
<b>Books &amp; Supplies</b>							
Textbooks and Core Materials	993	-	(993)	75,536	16,300	(59,236)	16,300
Books and Reference Materials	-	-	-	-	10,000	10,000	10,000
School Supplies	4,083	4,183	100	33,400	50,200	16,800	50,200
Software	-	9,150	9,150	110,611	109,800	(811)	109,800
Office Expense	5,183	3,425	(1,758)	76,480	41,100	(35,380)	41,100
Business Meals	213	17	(197)	496	200	(296)	200
Noncapitalized Equipment	21,400	-	(21,400)	71,030	24,200	(46,830)	24,200
Food Services	58,295	16,150	(42,144)	407,535	177,654	(229,881)	177,654
<b>Total Books &amp; Supplies</b>	<b>90,167</b>	<b>32,925</b>	<b>(57,242)</b>	<b>775,088</b>	<b>429,454</b>	<b>(345,633)</b>	<b>429,454</b>
<b>Subagreement Services</b>							
Special Education	114,013	9,136	(104,876)	386,375	100,500	(285,875)	100,500
Substitute Teacher	20,102	5,427	(14,675)	62,230	59,700	(2,530)	59,700
Transportation	15,980	564	(15,417)	114,836	6,200	(108,636)	6,200
Security	2,349	836	(1,513)	33,945	9,200	(24,746)	9,200
Other Educational Consultants	52,266	14,490	(37,776)	147,934	144,900	(3,034)	144,900
<b>Total Subagreement Services</b>	<b>204,710</b>	<b>30,454</b>	<b>(174,256)</b>	<b>745,321</b>	<b>320,500</b>	<b>(424,821)</b>	<b>320,500</b>
<b>Operations &amp; Housekeeping</b>							
Auto and Travel	-	36	36	-	400	400	400
Dues & Memberships	-	258	258	4,194	3,100	(1,094)	3,100
Insurance	-	4,367	4,367	60,238	52,400	(7,839)	52,400
Utilities	-	358	358	2,399	4,300	1,901	4,300
Janitorial Services	12,113	867	(11,247)	21,135	10,400	(10,735)	10,400
Communications	3	2,192	2,188	7,878	26,300	18,421	26,300
Postage and Shipping	250	10	(240)	250	100	(150)	100
<b>Total Operations &amp; Housekeeping</b>	<b>12,367</b>	<b>8,088</b>	<b>(4,279)</b>	<b>96,095</b>	<b>97,000</b>	<b>905</b>	<b>97,000</b>
<b>Facilities, Repairs &amp; Other Leases</b>							
Rent	48,667	54,001	5,333	559,383	648,006	88,623	648,006
Equipment Leases	4,688	933	(3,755)	19,930	11,200	(8,730)	11,200
Real/Personal Property Taxes	-	8	8	-	100	100	100
Repairs and Maintenance	7,977	2,933	(5,044)	83,202	35,200	(48,002)	35,200
<b>Total Facilities, Repairs &amp; Other Leases</b>	<b>61,333</b>	<b>57,875</b>	<b>(3,457)</b>	<b>662,514</b>	<b>694,506</b>	<b>31,991</b>	<b>694,506</b>
<b>Professional/Consulting Services</b>							
IT	-	17	17	-	200	200	200
Audit & Taxes	6,201	-	(6,201)	20,365	-	(20,365)	-
Legal	-	50	50	83	600	517	600
Professional Development	-	3,450	3,450	14,506	34,500	19,994	34,500
General Consulting	11,500	70,565	59,065	18,117	705,649	687,532	705,649
Special Activities/Field Trips	7,108	-	(7,108)	18,524	1,900	(16,624)	1,900
Printing	3,545	860	(2,685)	18,982	8,600	(10,382)	8,600
Other Taxes and Fees	-	2,130	2,130	4,501	21,300	16,799	21,300
Payroll Service Fee	1,613	283	(1,330)	5,357	3,400	(1,957)	3,400
Management Fee	232,181	53,676	(178,505)	716,732	644,107	(72,625)	644,107
District Oversight Fee	4,643	5,799	1,156	36,182	33,682	(2,500)	33,682
County Fees	1,718	975	(743)	6,170	3,900	(2,270)	3,900
SPED Encroachment	22,937	26,339	3,402	178,354	157,342	(21,012)	157,342
Public Relations/Recruitment	1,167	510	(657)	28,391	5,100	(23,291)	5,100
<b>Total Professional/Consulting Services</b>	<b>292,612</b>	<b>164,653</b>	<b>(127,959)</b>	<b>1,066,263</b>	<b>1,620,281</b>	<b>554,018</b>	<b>1,620,281</b>

**Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School****Budget vs Actual**

For the period ended June 30, 2024

	<b>Current Period Actual</b>	<b>Current Period Budget</b>	<b>Current Period Variance</b>	<b>Current Year Actual</b>	<b>YTD Budget</b>	<b>YTD Budget Variance</b>	<b>Total Budget</b>
Depreciation							
Depreciation Expense	4,255	3,550	(705)	49,598	42,600	(6,998)	42,600
Total Depreciation	4,255	3,550	(705)	49,598	42,600	(6,998)	42,600
<b>Total Expenses</b>	<b>\$ 858,355</b>	<b>\$ 372,306</b>	<b>\$ (486,049)</b>	<b>\$ 5,539,318</b>	<b>\$ 5,636,165</b>	<b>\$ 96,846</b>	<b>\$ 5,636,165</b>
<b>Change in Net Assets</b>	<b>1,388,494</b>	<b>788,081</b>	<b>600,413</b>	<b>1,323,524</b>	<b>290,524</b>	<b>1,033,000</b>	<b>290,524</b>
Net Assets, Beginning of Period	2,592,226			2,657,197			
<b>Net Assets, End of Period</b>	<b>\$ 3,980,720</b>			<b>\$ 3,980,720</b>			

**Teach Public Schools**

**Budget vs Actual**

For the period ended June 30, 2024

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
<b>Revenues</b>							
Other Local Revenue							
Other Fees and Contracts	\$ 900,291	\$ 201,155	\$ 699,137	\$ 2,859,691	\$ 2,413,859	\$ 445,832	\$ 2,413,859
Total Other Local Revenue	900,291	201,155	699,137	2,859,691	2,413,859	445,832	2,413,859
<b>Total Revenues</b>	<b>\$ 900,291</b>	<b>\$ 201,155</b>	<b>\$ 699,137</b>	<b>\$ 2,859,691</b>	<b>\$ 2,413,859</b>	<b>\$ 445,832</b>	<b>\$ 2,413,859</b>
<b>Expenses</b>							
<b>Certificated Salaries</b>							
Teachers' Extra Duty/Stipends	\$ 39,393	\$ -	\$ (39,393)	\$ 39,393	\$ -	\$ (39,393)	\$ -
Administrators' Salaries	64,510	61,445	(3,065)	845,378	737,340	(108,038)	737,340
Other Certificated Salaries	-	5,722	5,722	-	68,668	68,668	68,668
Total Certificated Salaries	103,903	67,167	(36,736)	884,771	806,009	(78,762)	806,009
<b>Classified Salaries</b>							
Support Salaries	-	-	-	66,478	-	(66,478)	-
Supervisors' and Administrators' Salaries	69,970	39,586	(30,385)	587,721	475,028	(112,693)	475,028
Clerical and Office Staff Salaries	24,293	13,416	(10,876)	187,328	160,995	(26,333)	160,995
Total Classified Salaries	94,263	53,002	(41,261)	841,527	636,023	(205,504)	636,023
<b>Benefits</b>							
State Teachers' Retirement System, certificated positions	21,157	12,829	(8,328)	167,784	153,948	(13,836)	153,948
Public Employees' Retirement System, classified positions	-	-	-	23	-	(23)	-
OASDI/Medicare/Alternative, certificated positions	5,631	3,286	(2,345)	51,721	39,433	(12,288)	39,433
Medicare/Alternative, certificated positions	2,842	1,742	(1,099)	25,428	20,909	(4,518)	20,909
Health and Welfare Benefits, certificated positions	4,286	5,625	1,339	108,058	67,500	(40,558)	67,500
State Unemployment Insurance, certificated positions	-	270	270	3,249	5,390	2,141	5,390
Workers' Compensation Insurance, certificated positions	-	1,682	1,682	11,797	20,188	8,392	20,188
Other Benefits, certificated positions	7,722	6,609	(1,113)	66,659	79,312	12,653	79,312
Total Benefits	41,639	32,044	(9,595)	434,718	386,681	(48,037)	386,681
<b>Books &amp; Supplies</b>							
School Supplies	-	358	358	859	4,300	3,441	4,300
Software	624	633	10	11,412	7,600	(3,812)	7,600
Office Expense	3,065	3,400	335	62,405	40,800	(21,605)	40,800
Business Meals	58	725	667	9,199	8,700	(499)	8,700
Noncapitalized Equipment	2,904	-	(2,904)	51,888	5,900	(45,988)	5,900
Total Books & Supplies	6,650	5,117	(1,534)	135,763	67,300	(68,463)	67,300
<b>Subagreement Services</b>							
Security	2,564	-	(2,564)	8,412	-	(8,412)	-
Total Subagreement Services	2,564	-	(2,564)	8,412	-	(8,412)	-
<b>Operations &amp; Housekeeping</b>							
Auto and Travel	9,607	2,818	(6,789)	66,459	31,000	(35,459)	31,000
Dues & Memberships	-	133	133	-	1,600	1,600	1,600
Insurance	-	225	225	40	2,700	2,660	2,700
Utilities	1,233	-	(1,233)	14,761	-	(14,761)	-
Janitorial Services	-	-	-	-	-	-	-
Communications	-	2,617	2,617	20,937	31,400	10,463	31,400
Postage and Shipping	320	590	270	4,099	5,900	1,801	5,900
Total Operations & Housekeeping	11,160	6,383	(4,777)	106,297	72,600	(33,697)	72,600
<b>Facilities, Repairs &amp; Other Leases</b>							
Additional Rent	-	42	42	-	500	500	500
Equipment Leases	96	242	146	238	2,900	2,662	2,900
Other Leases	-	242	242	-	2,900	2,900	2,900
Real/Personal Property Taxes	-	158	158	-	1,900	1,900	1,900
Repairs and Maintenance	-	317	317	456	3,800	3,344	3,800
Total Facilities, Repairs & Other Leases	96	1,000	904	694	12,000	11,306	12,000

**Teach Public Schools****Budget vs Actual**

For the period ended June 30, 2024

	<b>Current Period Actual</b>	<b>Current Period Budget</b>	<b>Current Period Variance</b>	<b>Current Year Actual</b>	<b>YTD Budget</b>	<b>YTD Budget Variance</b>	<b>Total Budget</b>
Professional/Consulting Services							
IT	-	133	133	-	1,600	1,600	1,600
Audit & Taxes	6,563	-	(6,563)	6,563	13,500	6,938	13,500
Legal	-	500	500	11,456	6,000	(5,456)	6,000
Professional Development	8,100	1,930	(6,170)	18,095	19,300	1,205	19,300
General Consulting	-	890	890	2,013	8,900	6,887	8,900
Special Activities/Field Trips	-	-	-	313	600	287	600
Bank Charges	125	310	185	1,600	3,100	1,500	3,100
Printing	2,676	30	(2,646)	3,037	300	(2,737)	300
Other Taxes and Fees	-	450	450	1,048	4,500	3,452	4,500
Payroll Service Fee	-	208	208	84	2,500	2,416	2,500
Management Fee	-	4,000	4,000	600	48,000	47,400	48,000
Public Relations/Recruitment	-	70	70	2,323	700	(1,623)	700
<b>Total Professional/Consulting Services</b>	<b>17,464</b>	<b>8,522</b>	<b>(8,942)</b>	<b>47,131</b>	<b>109,000</b>	<b>61,869</b>	<b>109,000</b>
Depreciation							
Depreciation Expense	3,068	1,150	(1,918)	21,777	13,800	(7,977)	13,800
<b>Total Depreciation</b>	<b>3,068</b>	<b>1,150</b>	<b>(1,918)</b>	<b>21,777</b>	<b>13,800</b>	<b>(7,977)</b>	<b>13,800</b>
<b>Total Expenses</b>	<b>\$ 280,807</b>	<b>\$ 174,385</b>	<b>\$ (106,422)</b>	<b>\$ 2,481,089</b>	<b>\$ 2,103,412</b>	<b>\$ (377,677)</b>	<b>\$ 2,103,412</b>
<b>Change in Net Assets</b>	<b>619,484</b>	<b>26,770</b>	<b>592,714</b>	<b>378,602</b>	<b>310,447</b>	<b>68,154</b>	<b>310,447</b>
Net Assets, Beginning of Period	1,982			242,865			
<b>Net Assets, End of Period</b>	<b>\$ 621,467</b>			<b>\$ 621,467</b>			

**C & M LLC****Statement of Activities**

For the period ended June 30, 2024

	<b>Current Period Actual</b>	<b>Current Year Actual</b>
<b>Revenues</b>		
Other Local Revenue		
Lease and Rental Income	\$ 81,610	\$ 871,253
Interest Revenue	3,689	46,188
Unrealized Gain/Loss on FMV of Investments	4,806	16,583
Total Other Local Revenue	<u>90,104</u>	<u>934,024</u>
<b>Total Revenues</b>	<b><u>\$ 90,104</u></b>	<b><u>\$ 934,024</u></b>
<b>Expenses</b>		
Operations & Housekeeping		
Bond Amortization Expense	\$ 712	\$ 8,542
Total Operations & Housekeeping	<u>712</u>	<u>8,542</u>
Professional/Consulting Services		
General Consulting	-	6,500
Bank Charges	12	24
Other Taxes and Fees	-	3,597
Total Professional/Consulting Services	<u>12</u>	<u>10,121</u>
Depreciation		
Depreciation Expense	24,561	294,727
Total Depreciation	<u>24,561</u>	<u>294,727</u>
Interest		
Interest Expense	57,503	699,140
Total Interest	<u>57,503</u>	<u>699,140</u>
<b>Total Expenses</b>	<b><u>\$ 82,788</u></b>	<b><u>\$ 1,012,530</u></b>
<b>Change in Net Assets</b>	<b>7,317</b>	<b>(78,506)</b>
Net Assets, Beginning of Period	<u>(1,145,336)</u>	<u>(1,059,513)</u>
<b>Net Assets, End of Period</b>	<b><u><u>\$(1,138,019)</u></u></b>	<b><u><u>\$(1,138,019)</u></u></b>



**Wooten Avila****Statement of Activities**

For the period ended June 30, 2024

	<b>Current Period Actual</b>	<b>Current Year Actual</b>
<b>Revenues</b>		
Other Local Revenue		
Lease and Rental Income	\$ 105,532	\$ 1,296,204
Interest Revenue	4,731	60,365
Unrealized Gain/Loss on FMV of Investments	5,813	38,927
Total Other Local Revenue	<u>116,076</u>	<u>1,395,496</u>
<b>Total Revenues</b>	<b><u>\$ 116,076</u></b>	<b><u>\$ 1,395,496</u></b>
<b>Expenses</b>		
Security	\$ -	\$ -
Operations & Housekeeping		
Bond Amortization Expense	\$ 1,050	\$ 12,603
Total Operations & Housekeeping	<u>1,050</u>	<u>12,603</u>
Professional/Consulting Services		
General Consulting	-	3,000
Other Taxes and Fees	-	7,919
Total Professional/Consulting Services	<u>-</u>	<u>10,919</u>
Depreciation		
Depreciation Expense	59,294	711,530
Total Depreciation	<u>59,294</u>	<u>711,530</u>
Interest		
Interest Expense	86,858	1,042,496
Total Interest	<u>86,858</u>	<u>1,042,496</u>
<b>Total Expenses</b>	<b><u>\$ 147,203</u></b>	<b><u>\$ 1,777,549</u></b>
<b>Change in Net Assets</b>	<b>(31,127)</b>	<b>(382,053)</b>
Net Assets, Beginning of Period	<u>(2,199,902)</u>	<u>(1,848,976)</u>
<b>Net Assets, End of Period</b>	<b><u><u>\$ (2,231,029)</u></u></b>	<b><u><u>\$ (2,231,029)</u></u></b>

**TEACH Foundation, Inc**

**Statement of Activities**

For the period ended June 30, 2024

	Current Period Actual	Current Year Actual
<b>Revenues</b>		
<b>Total Revenues</b>	\$ -	\$ -
<b>Expenses</b>		
<b>Total Expenses</b>	\$ -	\$ -
Net Assets, Beginning of Period	2,337	2,337
<b>Net Assets, End of Period</b>	<b>\$ 2,337</b>	<b>\$ 2,337</b>

**TEACH, Inc.**

*Statement of Financial Position*

June 30, 2024

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila, LLC	TEACH Foundation, Inc	Eliminations	Combined
<b>Assets</b>									
<b>Current Assets</b>									
Cash & Cash Equivalents	\$ 3,922,791	\$ 3,639,432	\$ 3,344,817	\$ 1,160,848	\$ 89,505	\$ 361,922	\$ -		\$ 12,519,315
Certificate Deposit	1,672,845	4,637,941	712,971	-	-	-	-		7,023,757
Accounts Receivable	642,964	350,671	138,326	38,300	3,323	-	2,337		1,175,922
Public Funding Receivables	1,487,119	1,094,863	791,552	-	-	-	-		3,373,534
Due To/From Related Parties	765,061	(1,209,965)	837,308	(309,346)	(76,431)	(6,627)	-		(0)
Prepaid Expenses	69,260	75,656	39,856	9,828	-	-	-		194,599
	<b>8,560,040</b>	<b>8,588,598</b>	<b>5,864,831</b>	<b>899,630</b>	<b>16,397</b>	<b>355,295</b>	<b>2,337</b>		<b>24,287,127</b>
Property & Equipment, Net	1,229,293	311,207	191,949	127,570	8,900,491	18,618,703	-		29,379,213
Right-Of-Use Asset, Net	17,675,544	15,368,509	11,569,246	-	-	-	-		44,613,300
Deposits	5,000	171,613	99,750	8,750	-	3,625	-	(141,967)	146,771
Deferred Lease Asset	-	-	-	-	194,312	(55,728)	-		138,584
Investments	-	-	-	-	258,021	266,874	-		524,895
Securities	-	-	-	-	879,778	1,796,825	-		2,676,602
Securities Premium	-	-	-	-	771	(2,018)	-		(1,246)
<b>Total Long Term Assets</b>	<b>18,909,838</b>	<b>15,851,329</b>	<b>11,860,946</b>	<b>136,320</b>	<b>10,233,372</b>	<b>20,628,281</b>	<b>-</b>	<b>(141,967)</b>	<b>32,864,819</b>
<b>Total Assets</b>	<b>\$ 27,469,877</b>	<b>\$ 24,439,927</b>	<b>\$ 17,725,777</b>	<b>\$ 1,035,950</b>	<b>\$ 10,249,769</b>	<b>\$ 20,983,576</b>	<b>\$ 2,337</b>	<b>\$ (141,967)</b>	<b>\$ 101,765,247</b>
<b>Liabilities</b>									
<b>Current Liabilities</b>									
Accounts Payable	\$ 196,099	\$ 101,482	\$ 154,487	\$ 16,250	\$ -	\$ -	\$ -		\$ 468,317
Accrued Liabilities	499,964	122,040	487,106	398,233	-	-	-		1,507,343
Interest Payable	-	-	-	-	56,917	-	-		56,917
Deferred Revenue	1,679,293	655,291	1,529,538	-	-	111,994	-		3,976,116
Notes Payable, Current Portion	53,194	-	-	-	-	-	-		53,194
Other Short-term Liabilities	313,172	265,745	199,871	-	-	-	-		778,789
<b>Total Current Liabilities</b>	<b>2,741,723</b>	<b>1,144,558</b>	<b>2,371,002</b>	<b>414,483</b>	<b>56,917</b>	<b>111,994</b>	<b>-</b>	<b>-</b>	<b>6,840,677</b>
<b>Long-Term Liabilities</b>									
Notes Payable, Net of Current Po	8,865	-	-	-	-	141,967	-	(141,967)	8,865
Bonds Payable	-	-	-	-	11,740,000	21,680,000	-		33,420,000
Bond Issue Cost	-	-	-	-	(225,891)	(428,506)	-		(654,397)
Discount on Bonds	-	-	-	-	(183,238)	-	-		(183,238)
Premium on Bonds	-	-	-	-	-	1,709,150	-		1,709,150
Other Long-term Liabilities	17,503,192	15,050,738	11,374,054	-	-	-	-		43,927,984
<b>Total Long-Term Liabilities</b>	<b>17,512,057</b>	<b>15,050,738</b>	<b>11,374,054</b>	<b>-</b>	<b>11,330,871</b>	<b>23,102,612</b>	<b>-</b>	<b>(141,967)</b>	<b>34,300,381</b>
<b>Total Liabilities</b>	<b>\$ 20,253,780</b>	<b>\$ 16,195,296</b>	<b>\$ 13,745,056</b>	<b>\$ 414,483</b>	<b>\$ 11,387,788</b>	<b>\$ 23,214,605</b>	<b>\$ -</b>	<b>\$ (141,967)</b>	<b>\$ 85,069,042</b>
Net Asset	7,216,097	8,244,631	3,980,720	621,467	(1,138,019)	(2,231,029)	2,337	-	16,696,204
<b>Total Liabilities and Net Assets</b>	<b>\$ 27,469,877</b>	<b>\$ 24,439,927</b>	<b>\$ 17,725,776</b>	<b>\$ 1,035,950</b>	<b>\$ 10,249,769</b>	<b>\$ 20,983,576</b>	<b>\$ 2,337</b>	<b>\$ (141,967)</b>	<b>\$ 101,765,247</b>

## TEACH, Inc.

## Statement of Cash Flows

For the period ended June 30, 2024

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila	YTD Ended 06/30/24
<b>Cash Flows from Operating Activities</b>							
Change in Net Assets	\$ 1,069,620	\$ 988,578	\$ 1,388,494	\$ 619,484	\$ 7,317	\$ (31,127)	\$ 4,042,366
<b>Adjustments to reconcile change in net assets to net cash flows from operating activities:</b>							
Depreciation	8,277	6,005	4,255	3,068	24,561	59,294	105,460
Amortization	280,697	256,789	193,264	-	-	-	790,043
Public Funding Receivables	(1,287,886)	(948,855)	(628,228)	-	-	-	(2,864,969)
Accounts Receivable							
Accounts Receivable - Other ARO	(6,344)	(10,302)	(2,856)	-	-	-	(19,502)
Due from Related Parties	52,286	327,843	230,204	(610,333)	-	-	-
Prepaid Expenses	(53,850)	(45,865)	(22,958)	(9,062)	-	-	510,003
Other Assets	-	-	-	-	455,375	641,738	1,738,850
Accounts Payable	199,358	99,678	154,938	16,250	-	-	470,224
Accrued Expenses	427,327	58,122	17,985	(31,442)	-	-	471,993
Deferred Revenue	(869,282)	(555,491)	(1,177,011)	(67,995)	-	-	(3,124,040)
Other Liabilities	(307,598)	(254,290)	(191,248)	-	(288,762)	(454,262)	(1,950,422)
<b>Total Cash Flows from Operating Activities</b>	<b>(487,393)</b>	<b>(77,788)</b>	<b>(33,162)</b>	<b>(80,029)</b>	<b>198,490</b>	<b>215,643</b>	<b>170,007</b>
<b>Cash Flows from Investing Activities</b>							
Purchases of Property & Equipment	-	-	-	(4,374)	-	-	(10,384)
Purchase of Securities	-	-	-	-	(4,806)	(6,010)	(16,826)
<b>Total Cash Flows from Investing Activities</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(4,374)</b>	<b>(4,806)</b>	<b>(6,010)</b>	<b>(27,210)</b>
<b>Cash Flows from Financing Activities</b>							
Proceeds from (Payments on) Long-term Debt	(4,433)	-	-	-	(169,961)	(175,015)	(524,424)
<b>Total Cash Flows from Financing Activities</b>	<b>(4,433)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(169,961)</b>	<b>(175,015)</b>	<b>(524,424)</b>
Change in Cash & Cash Equivalents	(491,826)	(77,788)	(33,162)	(84,403)	23,723	34,618	(628,838)
Cash & Cash Equivalents, Beginning of Period	6,087,461	8,355,161	4,090,950	1,245,251	65,781	327,304	20,171,909
<b>Cash and Cash Equivalents, End of Period</b>	<b>\$ 5,595,635</b>	<b>\$ 8,277,373</b>	<b>\$ 4,057,788</b>	<b>\$ 1,160,848</b>	<b>\$ 89,505</b>	<b>\$ 361,922</b>	<b>\$ 19,543,072</b>

## Teach Academy of Technology

## Accounts Payable Aging

June 30, 2024

Vendor name	Invoice	Invoice date	Due date	Current	1-30 Days Past Due	31-60 Days Past Due	61-90 Days Past Due	Over 90 Days Past Due	Total
After-School All-Stars, Los Angeles	27851	6/18/2024	7/18/2024	\$ 14,990	\$ -	\$ -	\$ -	\$ -	\$ 14,990
Amazon Capital Services	1KTX-1HCY-7QRK	4/19/2024	6/18/2024	-	279	-	-	-	279
Amazon Capital Services	1NR4-MV14-CDW3	4/30/2024	6/29/2024	-	641	-	-	-	641
Amazon Capital Services	1H79-WKVD-1DTV	5/16/2024	7/15/2024	88	-	-	-	-	88
Amazon Capital Services	1MWQ-QGTV-3ML	5/8/2024	7/7/2024	1,741	-	-	-	-	1,741
Amazon Capital Services	1YVX-6TWJ-WHY	5/7/2024	7/6/2024	49	-	-	-	-	49
Amazon Capital Services	1HNN-FMYN-NH9M	5/5/2024	7/4/2024	113	-	-	-	-	113
Amazon Capital Services	1N4V-F7RL-1MLR	5/8/2024	7/7/2024	412	-	-	-	-	412
Amazon Capital Services	1FKN-PR9K-GMC6	5/19/2024	7/18/2024	185	-	-	-	-	185
Amazon Capital Services	1G1J-3NMP-KKWC	6/3/2024	7/3/2024	83	-	-	-	-	83
Bay Alarm Company	20672351	6/27/2023	6/27/2023	-	-	-	-	(159)	(159)
Bay Alarm Company	3384134	6/27/2023	6/27/2023	-	-	-	-	(886)	(886)
Charter Impact, LLC	16171	6/30/2024	7/30/2024	75	-	-	-	-	75
Charter Communications	22214032224	3/22/2024	4/21/2024	-	-	-	(1,764)	-	(1,764)
CliftonLarsonAllen LLP	L241306706	5/8/2024	6/7/2024	-	1,313	-	-	-	1,313
Comprehensive Therapy Associates Inc	6730	5/31/2024	5/31/2024	-	61,566	-	-	-	61,566
Comprehensive Therapy Associates Inc	6829	6/30/2024	7/30/2024	37,049	-	-	-	-	37,049
County of Los Angeles	COUN040224	4/2/2024	5/2/2024	-	-	394	-	-	394
CPM Educational Program	2305383-IN	11/3/2023	12/3/2023	-	-	-	-	11,500	11,500
Delta Distributing	163697	3/14/2024	4/13/2024	-	-	-	514	-	514
Diaz Locksmith	5084N	11/1/2022	12/1/2022	-	-	-	-	92	92
EMCOR Services Mesa Energy Systems, Inc.	910052062	5/7/2024	6/6/2024	-	1,069	-	-	-	1,069
EMCOR Services Mesa Energy Systems, Inc.	910052061	5/7/2024	6/6/2024	-	412	-	-	-	412
EMCOR Services Mesa Energy Systems, Inc.	910052060	5/7/2024	6/6/2024	-	1,642	-	-	-	1,642
EMCOR Services Mesa Energy Systems, Inc.	910052127	5/8/2024	6/7/2024	-	1,897	-	-	-	1,897
Fotorama	6074	6/10/2020	7/10/2020	-	-	-	-	268	268
Fresh Start Healthy Meals, Inc.	TEATM45 -0624	6/30/2024	7/30/2024	8,967	-	-	-	-	8,967
Fresh Start Healthy Meals, Inc.	TEATM10 -0624	6/30/2024	7/30/2024	14,193	-	-	-	-	14,193
Fresh Start Healthy Meals, Inc.	TEATM10-062524	6/25/2024	7/25/2024	66	-	-	-	-	66

## Teach Academy of Technology

### Accounts Payable Aging

June 30, 2024

Vendor name	Invoice	Invoice date	Due date	Current	1-30 Days Past Due	31-60 Days Past Due	61-90 Days Past Due	Over 90 Days Past Due	Total
Fresh Start Healthy Meals, Inc.	TEATM10-0624	6/30/2024	7/30/2024	14,193	-	-	-	-	14,193
Harbor Building Maintenance, Inc.	TPPW10	4/19/2024	5/19/2024	-	-	733	-	-	733
Los Angeles County Office of Education	24*0512	9/13/2023	10/13/2023	-	-	-	-	33	33
Orkin	261958629	6/19/2024	7/19/2024	156	-	-	-	-	156
Orkin	261958638	6/19/2024	7/19/2024	105	-	-	-	-	105
Orkin	261958632	6/19/2024	7/19/2024	110	-	-	-	-	110
Pacific Business Technologies North	13166	6/14/2024	7/14/2024	642	-	-	-	-	642
Pacific Business Technologies North	13165	6/14/2024	7/14/2024	641	-	-	-	-	641
Palms Tree Care	1681	7/3/2024	8/2/2024	1,280	-	-	-	-	1,280
ReadyRefresh	04F6702961325	6/11/2024	6/30/2024	63	-	-	-	-	63
ReadyRefresh	04F6703327043	6/12/2024	7/2/2024	416	-	-	-	-	416
Scoot Education Inc.	83473	6/18/2024	7/18/2024	2,661	-	-	-	-	2,661
Scoot Education Inc.	83471	6/18/2024	7/18/2024	5,322	-	-	-	-	5,322
Scoot Education Inc.	INV-80318-A	5/24/2024	6/23/2024	-	37	-	-	-	37
Scoot Education Inc.	INV-78238-A	5/24/2024	6/23/2024	-	37	-	-	-	37
Scoot Education Inc.	83088REVISED	6/12/2024	7/12/2024	8,000	-	-	-	-	8,000
Young, Minney & Corr LLP	11277	7/2/2024	8/1/2024	4,880	-	-	-	-	4,880
<b>Total Outstanding Invoices</b>				<b>\$ 116,481</b>	<b>\$ 68,892</b>	<b>\$ 1,127</b>	<b>\$ (1,249)</b>	<b>\$ 10,848</b>	<b>\$ 196,099</b>

## Teach Tech High School

## Accounts Payable Aging

June 30, 2024

Vendor name	Invoice	Invoice date	Due date	Current	1-30 Days Past Due	31-60 Days Past Due	61-90 Days Past Due	Over 90 Days Past Due	Total
Amazon Capital Services	1C4R-7RVD-ML4V-REVI	3/30/2024	5/29/2024	\$ -	\$ -	\$ 5	\$ -	\$ -	\$ 5
Amazon Capital Services	1MX1-Q4VH-YNDQ	4/26/2024	6/25/2024	-	25	-	-	-	25
Amazon Capital Services	1YY9-MJNQ-XC6V	4/26/2024	6/25/2024	-	377	-	-	-	377
Amazon Capital Services	1XFJ-GXGF-YWQX	5/16/2024	7/15/2024	192	-	-	-	-	192
Amazon Capital Services	1C19-LWYD-KXQW	5/5/2024	7/4/2024	197	-	-	-	-	197
Amazon Capital Services	1Y6W-GJM3-1RMK	5/3/2024	7/2/2024	83	-	-	-	-	83
Amazon Capital Services	1CP6-JCW4-DHK7	4/30/2024	6/29/2024	-	11	-	-	-	11
Amazon Capital Services	1DDN-X1PF-3YCG	5/3/2024	7/2/2024	88	-	-	-	-	88
Amazon Capital Services	1LVN-VFRX-39PY	4/26/2024	6/25/2024	-	46	-	-	-	46
Amazon Capital Services	1QLD-JGPR-X7KG	4/25/2024	6/24/2024	-	35	-	-	-	35
Amazon Capital Services	1G6G-MM4K-6C3Y	5/21/2024	7/20/2024	61	-	-	-	-	61
Amazon Capital Services	14KJ-YLFV-3HG7	5/21/2024	7/20/2024	165	-	-	-	-	165
Amazon Capital Services	1TXX-WY31-MX76	5/20/2024	7/19/2024	213	-	-	-	-	213
Amazon Capital Services	1TDH-LMR9-13C9	5/31/2024	6/30/2024	832	-	-	-	-	832
Amazon Capital Services	147H-DG9C-1K3Y	6/5/2024	7/5/2024	795	-	-	-	-	795
Apple Inc.	MA88298832	6/26/2024	7/26/2024	984	-	-	-	-	984
Barnes & Noble, Inc.	4391597	2/13/2023	3/15/2023	-	-	-	-	481	481
Barnes & Noble, Inc.	4395188	2/23/2024	3/24/2024	-	-	-	-	1,473	1,473
Barnes & Noble, Inc.	4151707	8/2/2021	9/1/2021	-	-	-	-	240	240
Barnes & Noble, Inc.	4143011	7/7/2021	8/6/2021	-	-	-	-	4,536	4,536
Charter Impact, LLC	16171	6/30/2024	7/30/2024	75	-	-	-	-	75
College Board	A252819491	5/30/2024	5/30/2024	-	-	840	-	-	840
Comprehensive Therapy Associates Inc	6732	5/31/2024	5/31/2024	-	33,218	-	-	-	33,218
Comprehensive Therapy Associates Inc	6831	6/30/2024	7/30/2024	9,750	-	-	-	-	9,750
County of Los Angeles	COUN040224	4/2/2024	5/2/2024	-	-	197	-	-	197
CPM Educational Program	2305383-IN	11/3/2023	12/3/2023	-	-	-	-	11,500	11,500
Diaz Locksmith	4862N	4/4/2022	5/4/2022	-	-	-	-	317	317
Diaz Locksmith	5085N	11/4/2022	12/4/2022	-	-	-	-	669	669
Diaz Locksmith	4932N	6/1/2022	7/1/2022	-	-	-	-	140	140
Diaz Locksmith	4872N	4/11/2022	5/11/2022	-	-	-	-	153	153
Diaz Locksmith	4900N	5/6/2022	6/5/2022	-	-	-	-	155	155

**Teach Tech High School****Accounts Payable Aging**

June 30, 2024

Vendor name	Invoice	Invoice date	Due date	Current	1-30 Days Past Due	31-60 Days Past Due	61-90 Days Past Due	Over 90 Days Past Due	Total
Diaz Locksmith	5462P	5/2/2024	6/1/2024	-	2,117	-	-	-	2,117
Diaz Locksmith	4890N	4/28/2022	5/28/2022	-	-	-	-	193	193
EMCOR Services Mesa Energy Systems, Inc.	910053710	6/14/2024	7/14/2024	750	-	-	-	-	750
EMCOR Services Mesa Energy Systems, Inc.	910053557	6/13/2024	7/13/2024	1,305	-	-	-	-	1,305
FCOC Transportation	ASTD1107238	2/6/2024	3/7/2024	-	-	-	-	750	750
FCOC Transportation	ASTD1107483	3/21/2024	4/20/2024	-	-	-	750	-	750
FCOC Transportation	ASTD1107439	3/13/2024	4/12/2024	-	-	-	750	-	750
FCOC Transportation	ASTD1107349	2/22/2024	3/23/2024	-	-	-	-	750	750
Fresh Start Healthy Meals, Inc.	TEACH -0624	6/30/2024	7/30/2024	15,467	-	-	-	-	15,467
Harbor Building Maintenance, Inc.	TPPW10	4/19/2024	5/19/2024	-	-	733	-	-	733
Jostens	34474552	6/5/2024	7/5/2024	19	-	-	-	-	19
National College Resources Foundation	10864	2/15/2022	3/17/2022	-	-	-	-	419	419
Orkin	261959222	6/28/2024	7/28/2024	142	-	-	-	-	142
Orkin	261959223	6/26/2024	7/26/2024	222	-	-	-	-	222
Pacific Business Technologies North	13167	6/14/2024	7/14/2024	1,512	-	-	-	-	1,512
Palms Tree Care	1681	7/3/2024	8/2/2024	1,280	-	-	-	-	1,280
ReadyRefresh	04F6702961328	6/26/2024	7/16/2024	54	-	-	-	-	54
Scoot Education Inc.	83472	6/18/2024	7/18/2024	3,357	-	-	-	-	3,357
Teachers on Reserve	97524	6/7/2024	6/7/2024	-	1,896	-	-	-	1,896
Teachers on Reserve	97556	6/14/2024	6/14/2024	-	1,165	-	-	-	1,165
<b>Total Outstanding Invoices</b>				<b>\$ 37,542</b>	<b>\$ 38,889</b>	<b>\$ 1,775</b>	<b>\$ 1,500</b>	<b>\$ 21,775</b>	<b>\$ 101,482</b>



## Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School

### Accounts Payable Aging

June 30, 2024

Vendor Name	Invoice	Invoice date	Due date	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
After-School All-Stars, Los Angeles	27852	6/18/2024	7/18/2024	\$ -	\$ 12,751	\$ -	\$ -	\$ -	\$ 12,751
Amazon Capital Services	196K-TTFN-4MHR	4/22/2024	6/21/2024	-	-	-	925	-	925
Amazon Capital Services	1YY9-MJNQ-WPW\	4/25/2024	6/24/2024	-	-	-	410	-	410
Amazon Capital Services	1TRD-GDHT-9WVC	5/9/2024	7/8/2024	-	-	1,454	-	-	1,454
Amazon Capital Services	1C39-39L7-6496	5/3/2024	7/2/2024	-	-	193	-	-	193
Amazon Capital Services	1DKR-G7JG-M393	4/28/2024	6/27/2024	-	-	-	115	-	115
Amazon Capital Services	1GCT-37FX-MH4Q	4/28/2024	6/27/2024	-	-	-	63	-	63
Amazon Capital Services	1JT4-HTWN-VPRW	5/21/2024	7/20/2024	-	-	432	-	-	432
Amazon Capital Services	194K-GM6W-4FY9	6/3/2024	7/3/2024	-	49	-	-	-	49
Amazon Capital Services	1RTD-VJGM-F79M	6/6/2024	7/6/2024	-	342	-	-	-	342
Amazon Capital Services	1JKM-K9R1-LTFL	6/2/2024	7/2/2024	-	707	-	-	-	707
Amazon Capital Services	1C9R-9NNJ-QHTD	6/8/2024	7/8/2024	-	24	-	-	-	24
Amazon Capital Services	1K6C-4K1G-7XGY	6/14/2024	7/14/2024	-	18	-	-	-	18
Amazon Capital Services	1JJ7-3MRQ-N9GD	6/3/2024	7/3/2024	-	279	-	-	-	279
California Science Center Foundation	13628	6/11/2024	6/11/2024	-	359	-	-	-	359
Charter Impact, LLC	16171	6/30/2024	7/30/2024	75	-	-	-	-	75
Comprehensive Therapy Associates Inc	6731	5/31/2024	5/31/2024	-	41,814	-	-	-	41,814
Comprehensive Therapy Associates Inc	6830	6/30/2024	7/30/2024	25,568	-	-	-	-	25,568
CPM Educational Program	2305383-IN	11/3/2023	12/3/2023	-	-	-	-	11,500	11,500
David Ortiz	ORTI061124	6/11/2024	6/11/2024	-	430	-	-	-	430
Diaz Locksmith	5463P	5/2/2024	6/1/2024	-	-	1,271	-	-	1,271
Fotorama	6641	12/5/2022	1/4/2023	-	-	-	-	970	970
Fresh Start Healthy Meals, Inc.	TEAPMC -0624	6/30/2024	7/30/2024	20,659	-	-	-	-	20,659
Harbor Building Maintenance, Inc.	TPPW10	4/19/2024	5/19/2024	-	-	-	733	-	733
HopSkipDrive, Inc	22556	6/30/2024	7/30/2024	708	-	-	-	-	708
Orkin	261958628	6/19/2024	7/19/2024	-	197	-	-	-	197
Pacific Business Technologies North	13168	6/14/2024	7/14/2024	-	1,159	-	-	-	1,159
Palms Tree Care	1681	7/3/2024	8/2/2024	1,280	-	-	-	-	1,280
Scholastic Inc.	M7525122 3	6/24/2024	7/24/2024	-	993	-	-	-	993
Sehi Computer Products, Inc.	100246952	6/26/2024	7/26/2024	-	21,400	-	-	-	21,400
Sharon Rhee	RHEE042924	4/29/2024	4/29/2024	-	-	-	81	-	81

## Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School

### Accounts Payable Aging

June 30, 2024

Vendor Name	Invoice	Invoice date	Due date	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total	
Shawna Lawson	LAWS061124	6/11/2024	6/11/2024	-	430	-	-	-	430	
Shawna Lawson	LAWS052224	5/22/2024	5/22/2024	-	-	132	-	-	132	
Staples	6004719155	6/15/2024	7/15/2024	-	716	-	-	-	716	
Staples	3561193833	3/2/2024	4/1/2024	-	-	-	-	51	51	
Staples	6005656270	6/29/2024	7/29/2024	-	68	-	-	-	68	
The Education Team	722172	6/7/2024	6/7/2024	-	1,572	-	-	-	1,572	
The Education Team	725442	6/21/2024	6/21/2024	-	1,990	-	-	-	1,990	
The Education Team	724037	6/14/2024	6/14/2024	-	2,569	-	-	-	2,569	
<b>Total Outstanding Invoices</b>					<u>\$ 48,290</u>	<u>\$ 87,866</u>	<u>\$ 3,482</u>	<u>\$ 2,327</u>	<u>\$ 12,522</u>	<u>\$ 154,487</u>

**Teach Public Schools**

**Accounts Payable Aging**

June 30, 2024

Vendor name	Invoice	Invoice date	Due date	Current	1-30 Days Past Due	31-60 Days Past Due	61-90 Days Past Due	Over 90 Days Past Due	Total
Amazon Capital Services	139D-W3VM-KTWK	6/3/2024	7/3/2024	\$ 615	\$ -	\$ -	\$ -	\$ -	\$ 615
Bay Alarm Company	21162883	1/22/2024	2/21/2024	-	-	-	-	1,520	1,520
Beth Bulgeron	BULG070424	7/4/2024	7/4/2024	1,981	-	-	-	-	1,981
CliftonLarsonAllen LLP	L241306708	5/8/2024	6/7/2024	-	5,250	-	-	-	5,250
CliftonLarsonAllen LLP	L241306704	5/8/2024	6/7/2024	-	1,313	-	-	-	1,313
EdTech101	8571	6/26/2024	7/26/2024	4,374	-	-	-	-	4,374
Pacific Business Technologies North	13164	6/14/2024	7/14/2024	24	-	-	-	-	24
The Education Team	722173	6/7/2024	6/7/2024	-	698	-	-	-	698
Sione Thompson	THOM070824-1	7/8/2024	7/8/2024	475	-	-	-	-	475
<b>Total Outstanding Invoices</b>				<u>\$ 7,470</u>	<u>\$ 7,261</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,520</u>	<u>\$ 16,250</u>

**Teach Academy of Technology****Check Register**

For the period ended June 30, 2024

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
<b>9012-101-PWB x7835</b>				
1143	Legends Hospitality LLC	Sofi PBIS Incentive Field Trip	6/11/2024	\$ 3,500.00
1144	Photo Booth Group LLC	8th Grade Prom	6/20/2024	460.90
1146	Jovanny De Leon	8th Grade Prom	6/11/2024	2,450.00
1147	Daniel Alexander	8th Grade Prom	6/11/2024	350.00
ACH	Facilitron Inc.	Facilitron, Inc	6/7/2024	4,047.45
				<b>\$ 10,808.35</b>
<b>9003-101-PWB x7843</b>				
64165	Accrediting Commission for Schools	Annual Accreditation Membership Fee - 2023 - 2024	6/7/2024	\$ 40.00
64166	After-School All-Stars, Los Angeles	Enrichment Svcs - 01/24	6/7/2024	35,526.59
64167	Bay Alarm Company	Alarm Svcs - 06/24	6/7/2024	443.40
64168	CliftonLarsonAllen LLP	Progress Billing Fee - 1/3	6/7/2024	18,602.85
64169	KS Statebank	Rent - 07/24	6/7/2024	5,721.22
64170	Orkin	Pest Control Svcs	6/7/2024	370.97
64171	Scoot Education Inc.	Sub Svcs - 01/08/24 - 01/12/24	6/7/2024	54,174.00
64172	SmartSign	Office Supplies	6/7/2024	369.44
64173	Wells Fargo Vendor Financial Services LLC	Copier Lease - 05/03/24 - 06/02/24	6/7/2024	1,352.33
64174	Bay Alarm Company	Service Call	6/17/2024	182.20
64175	Bay Alarm Company	Alarm Svcs - 07/24	6/17/2024	853.70
64176	Charter Impact, LLC	Rush Processing Fee - 05/24	6/17/2024	525.00
64177	Delta Distributing	Janitorial Supplies	6/17/2024	1,566.86
64178	FCOC Transportation	Transportation Svcs - 06/30/24 - Knotts Berry Farm	6/17/2024	4,950.00
64179	Fotorama	School Supplies	6/17/2024	2,160.90
64180	Graciela Alvarez	Reimb - Office Supplies - 05/23/24 - 05/27/24	6/17/2024	287.46
64181	Los Angeles County Office of Education	School Supplies	6/17/2024	32.85
64182	Miranda Stone	Reimb - Office Supplies - 05/29/24	6/17/2024	307.83
64183	PowerSchool Group LLC	License (2200) - 07/01/24 - 06/30/25	6/17/2024	31,802.35
64184	ReadyRefresh	Office Supplies	6/17/2024	243.01
64185	Schola	ScholaRecruiter Pro	6/17/2024	3,500.00
64186	SchoolMint Inc.	Software - 07/01/24 - 06/30/25	6/17/2024	11,647.77
64187	Scoot Education Inc.	Sub Svcs - 10/23/23 - 10/27/23	6/17/2024	35,366.00
64188	Sehi Computer Products, Inc.	Office Supplies	6/17/2024	583.48
64189	Tech Verb, Inc.	License (30) - 3yr	6/17/2024	15,459.09
64190	Young, Minney & Corr LLP	Legal Svcs - 05/24	6/17/2024	7,542.50
64191	Zoom Video Communications, Inc.	Zoom Communications - 05/24	6/17/2024	9.80
64192	Chartersafe	Package Premium & Workers Comp - 08/24	6/20/2024	24,378.00
64193	Orkin	Pest Control Svcs	6/20/2024	370.97
64194	Scoot Education Inc.	Sub Svcs - 06/03/24 - 06/07/24	6/20/2024	4,740.00
64195	Staples	Office Supplies	6/20/2024	559.15
64196	TASC	Participant Fee - 08/01/24 - 10/31/24	6/20/2024	263.13
64197	Wells Fargo Vendor Financial Services LLC	Copier Lease - 06/03/24 - 07/02/24	6/20/2024	1,414.08
ACH	Flow Rate Transportation	Transportation Svcs - 05/24	6/7/2024	11,936.00
ACH	Harbor Building Maintenance, Inc.	Janitorial Svcs - 06/24	6/7/2024	8,355.00
ACH	Pacific Business Technologies North	Copier Lease - 04/01/24 - 05/01/24	6/7/2024	1,807.42
ACH	Los Angeles Executive Security Group, Inc.	School Safety Officer - 06/03/24 - 06/15/24	6/12/2024	4,417.50
ACH	Comprehensive Therapy Associates Inc	SpEd Svcs - 04/24	6/17/2024	84,695.52
ACH	Flow Rate Transportation	Transportation Svcs - 05/27/24 - 05/31/24	6/17/2024	13,428.00
ACH	Fresh Start Healthy Meals, Inc.	School Supplies	6/17/2024	40,724.90
ACH	iKreate Design & Print LLC	Printing Svcs	6/17/2024	7,724.13
ACH	Wesley Rockett	Janitorial Svcs	6/17/2024	22,077.00
ACH	Brand New Electric	Repair Svcs - 06/13/24	6/20/2024	7,450.00
ACH	Flow Rate Transportation	Transportation Svcs - 06/10/24 - 06/14/24	6/20/2024	5,968.00

**Teach Academy of Technology****Check Register**

For the period ended June 30, 2024

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
ACH	Shawwna Lawson	Reimb - Postage - 06/18/24	6/20/2024	300.00
ACH	Irresistible Cleaning Inc LLC	Janitorial Svcs - Deposit	6/28/2024	21,878.10
ACH	The Lincoln National Life Insurance Company	Life Ins - 04/24	6/1/2024	8,858.01
ACH	CALPERS	TAT PERS 05/24	6/3/2024	20,689.09
ACH	CALSTRS	TAT STRS 05/24	6/3/2024	60,594.12
ACH	The Lincoln National Life Insurance Company	Life Ins - 06/24	6/4/2024	7,362.78
ACH	LADWP - 7788	Utility Svcs - 03/29/24 - 05/28/24	6/13/2024	23.96
ACH	LADWP - 4569	Utility Svcs - 04/26/24 - 05/28/24	6/13/2024	54.14
ACH	LADWP - 0000	Utility Svcs - 04/26/24 - 05/29/24	6/13/2024	349.02
ACH	LADWP - 1536	Utility Svcs - 04/29/24 - 05/29/24	6/14/2024	1,727.46
ACH	PlanConnect	403B & 457 Pay Date: 05/31/24	6/18/2024	14,713.76
ACH	PlanConnect	403B & 457 Pay Date: 06/15/24	6/20/2024	16,869.20
ACH	Republic Services #902	Janitorial Svcs - 06/24	6/21/2024	35.82
ACH	Republic Services #902	Janitorial Svcs - 06/24	6/21/2024	1,118.06
ACH	LADWP - 4653	Utility Svcs - 04/26/24 - 05/28/24	6/27/2024	1,726.29
<b>Total Disbursements Issued in June</b>			<b>\$</b>	<b><u>630,230.21</u></b>

## Teach Tech High School

### Check Register

For the period ended June 30, 2024

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
<b>9013-102-PWB x7876 - Imprest TTHS</b>				\$ -
				\$ -
<b>9004-102-PWB x7868 - TTHS</b>				
72796	Nakeila Dafney	Sport Banquet - 05/30/24	6/3/2024	\$ 2,255.00
72797	Nakeila Dafney	Sport Banquet - 05/30/24	6/3/2024	2,255.00
72798	Hirsch Pipe & Supply Co., Inc	Maintenance Supplies	6/5/2024	1,810.37
72799	Bay Alarm Company	Alarm Svcs - 06/24	6/7/2024	894.04
72800	Charter Communications	Communication Svcs - 05/24	6/7/2024	258.21
72801	Entourage Yearbooks	School Supplies	6/7/2024	822.98
72802	FCOC Transportation	Transportation Svcs - 06/07/24	6/7/2024	3,000.00
72803	Jostens	School Supplies	6/7/2024	758.63
72804	Orkin	Pest Control Svcs	6/7/2024	278.98
72805	Scoot Education Inc.	Sub Svcs - 05/06/24 - 05/10/24	6/7/2024	5,632.00
72806	Scoot Education Inc.	Sub Svcs - 05/13/24 - 05/17/24	6/7/2024	8,083.00
72807	Teachers on Reserve	Sub Svcs - 05/06/24 - 05/10/24	6/7/2024	3,987.94
72808	The Education Team	Sub Svcs - 05/06/24 - 05/10/24	6/7/2024	1,522.81
72809	Graciela Alvarez	Reimb - Office Supplies - 05/05/24 - 05/09/24	6/17/2024	417.65
72810	Orkin	Pest Control Svcs	6/17/2024	388.98
72811	Robert's Custom Printing Services	Apparel	6/17/2024	1,530.80
72812	Scoot Education Inc.	Sub Svcs - 05/28/24 - 05/31/24	6/17/2024	8,579.00
72813	Sehi Computer Products, Inc.	Hardware & Installation	6/17/2024	1,037.00
72814	Staples	Office Supplies	6/17/2024	1,204.16
72815	Teachers on Reserve	Sub Svcs - 05/27/24 - 05/31/24	6/17/2024	814.32
72816	The Education Team	Sub Svcs - 05/13/24	6/17/2024	1,844.44
72817	Apple Inc.	Postage	6/20/2024	44.00
72818	Asmin G Quintero	Reimb - Office Expense - 06/10/24	6/20/2024	210.00
72819	Bay Alarm Company	Alarm Svcs - 07/24	6/20/2024	894.04
72820	Bay Alarm Company	Alarm Svcs - 07/24 - 09/24	6/20/2024	297.00
72821	Bay Alarm Company	Alarm Svcs - 07/24 - 09/24	6/20/2024	330.00
72822	Bay Alarm Company	Alarm Svcs - 07/24 - 09/24	6/20/2024	558.00
72823	Charter Communications	Communication Svcs - 06/24	6/20/2024	104.61
72824	Charter Communications	Communication Svcs - 06/24	6/20/2024	251.55
72825	Jostens	School Supplies	6/20/2024	27.10
72826	Orkin	Pest Control Svcs	6/20/2024	820.97
72827	RSW Group - Robe shop	Graduation Supplies	6/20/2024	1,451.14
72828	Scoot Education Inc.	Sub Svcs - 03/04/24 - 03/08/24	6/20/2024	14,834.00
72829	The Education Team	Sub Svcs - 04/08/24 - 04/12/24	6/20/2024	1,256.13
ACH	Fresh Start Healthy Meals, Inc.	Meals - 05/24	6/7/2024	28.50
ACH	Harbor Building Maintenance, Inc.	Janitorial Svcs - 06/24	6/7/2024	4,472.00
ACH	Maintex, Inc.	Office Supplies	6/7/2024	1,096.48
ACH	Pacific Business Technologies North	Copier Lease - 04/01/24 - 05/01/24	6/7/2024	2,304.78
ACH	Los Angeles Executive Security Group, Inc.	Crosswalk Ambassador - 06/03/24 - 06/13/24	6/12/2024	2,677.50
ACH	Amazon Capital Services	Office Supplies	6/17/2024	1,618.04
ACH	Comprehensive Therapy Associates Inc	SpEd Svcs - 04/24	6/17/2024	27,889.57
ACH	Fresh Start Healthy Meals, Inc.	Office Supplies	6/17/2024	30,850.50
ACH	iKreate Design & Print LLC	Printing Svcs	6/17/2024	6,422.18
ACH	Shawwna Lawson	Reimb - Postage - 06/13/24	6/17/2024	300.00
ACH	CALSTRS	TTHS STRS 05/24	6/3/2024	64,836.72
ACH	Golden State Water Company	Utility Svcs - 04/12/24 - 05/10/24	6/5/2024	30.57
ACH	The Gas Company	Utility Svcs - 04/17/24 - 05/16/24	6/6/2024	16.53
ACH	Golden State Water Company	Utility Svcs - 04/12/24 - 05/14/24	6/7/2024	30.17

**Teach Tech High School****Check Register**

For the period ended June 30, 2024

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
ACH	Golden State Water Company	Utility Svcs - 04/12/24 - 05/10/24	6/7/2024	705.58
ACH	Waste Management	Waste Management - 06/24	6/24/2024	1,758.66
ACH	Southern California Edison	Utility Svcs - 05/08/24 - 06/06/24	6/24/2024	9,299.05
72795	Nakeila Dafney	Sport Banquet - 05/30/24	6/3/2024	VOID
			<b>Total Disbursements Issued in June</b>	<b>\$ <u>222,790.68</u></b>

**Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School****Check Register**

For the period ended June 30, 2024

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
<b>9024-104-PWB x1489 - Imprest TES</b>				
1535	Cindy Puentes	Graduation Balloons	6/14/2024	\$ 460.00
				<b>\$ 460.00</b>
<b>9007-104-PWB x1471 - TES</b>				
11172	After-School All-Stars, Los Angeles	Enrichment Svcs - 01/24	6/7/2024	\$ 49,029.14
11173	Bay Alarm Company	Alarm Svcs - 06/24	6/7/2024	539.00
11174	De Lage Landen Financial Services, Inc.	Copier Lease - 05/24	6/7/2024	335.92
11175	Orkin	Pest Control Svcs	6/7/2024	196.99
11176	The Education Team	Sub Svcs - 05/07/24 - 05/10/24	6/7/2024	1,787.15
11177	City of Los Angeles, Zoo Dept	Field Trip - 06/04/24	6/17/2024	60.00
11178	Cynthia Buenrostro	Reimb - School Supplies - 06/06/24	6/17/2024	100.00
11179	Fotorama	School Supplies	6/17/2024	1,552.32
11180	HopSkipDrive, Inc	Transportation Svcs - 04/24	6/17/2024	2,976.99
11181	Lakeshore Learning Materials	Office Supplies	6/17/2024	448.12
11182	Scoot Education Inc.	Sub Svcs - 05/29/24	6/17/2024	373.00
11183	Staples	Office Supplies	6/17/2024	615.20
11184	The Education Team	Sub Svcs - 05/13/24 - 05/17/24	6/17/2024	7,620.83
11185	Wendy Zaragoza	Reimb - Field Trip - 05/10/24	6/17/2024	25.00
11186	Bay Alarm Company	Alarm Svcs - 07/24	6/20/2024	539.00
11187	De Lage Landen Financial Services, Inc.	Copier Lease - 06/24	6/20/2024	639.84
11188	Orkin	Pest Control Svcs	6/20/2024	196.99
11189	Scoot Education Inc.	Sub Svcs - 03/07/24 - 03/08/24	6/20/2024	1,865.00
11190	The Education Team	Sub Svcs - 04/08/24 - 04/12/24	6/20/2024	2,325.14
ACH	Fresh Start Healthy Meals, Inc.	Meals - 02/24 - 04/24	6/7/2024	843.00
ACH	Harbor Building Maintenance, Inc.	Janitorial Svcs - 06/24	6/7/2024	3,354.00
ACH	Maintex, Inc.	Office Supplies	6/7/2024	368.76
ACH	Pacific Business Technologies North	Copier Lease - 04/01/24 - 05/01/24	6/7/2024	1,516.07
ACH	Los Angeles Executive Security Group, Inc.	Crosswalk Ambassador - 06/03/24 - 06/13/24	6/12/2024	1,012.50
ACH	Comprehensive Therapy Associates Inc	SpEd Svcs - 04/24	6/17/2024	46,631.59
ACH	Fresh Start Healthy Meals, Inc.	Meals - 05/01/24 - 05/31/24	6/17/2024	36,792.50
ACH	CALSTRS	TES STRS 05/24	6/3/2024	26,127.04
<b>Total Disbursements Issued in June</b>				<b>\$ 187,871.09</b>



## Teach Public Schools

## Check Register

For the period ended June 30, 2024

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
<b>9005-100-PWB x7850</b>				
81853	Bay Alarm Company	Alarm Svcs - 06/24 - 08/24	6/7/2024	\$ 750.00
81854	Bay Alarm Company	Alarm Svcs - 06/24 - 08/24	6/7/2024	195.00
81855	Bay Alarm Company	Alarm Svcs - 06/24	6/7/2024	99.00
81856	CA Charter Schools Conference Registr	CA Charter School Conference 2024	6/17/2024	8,100.00
81857	Aflac	Supplemental Ins. - 06/24	6/20/2024	1,593.84
81858	Bay Alarm Company	Alarm Svcs - 07/24	6/20/2024	452.04
81859	Health Net	Health Ins. - 06/24	6/20/2024	29,664.16
81859	Health Net	Health Ins. - 06/24	6/20/2024	29,664.16
81860	Charter Impact, LLC	Student Data Svcs - 05/24	6/28/2024	49,899.00
ACH	Pacific Business Technologies North	Copier Lease - 04/01/24 - 05/01/24	6/7/2024	71.48
ACH	Amazon Capital Services	Apple Airpod Pro (1)	6/17/2024	326.70
ACH	iKreate Design & Print LLC	Printing Svcs	6/17/2024	2,676.18
ACH	Kaiser Foundation Health Plan	Health Ins. - 07/24	6/20/2024	58,985.03
ACH	Mosyle Corporation	Mosyle Corp	6/3/2024	3.67
ACH	Southern California Edison	Utility Svcs - 04/18/24 - 05/16/24	6/3/2024	1,233.09
ACH	Stamps.com	Stamps.com	6/4/2024	19.99
ACH	TASC	FSA Payment - 06/24	6/4/2024	656.23
ACH	DocuSign, Inc.	DocuSign Inc	6/6/2024	600.00
ACH	Chatgpt Subscription	Chatgpt Subscription	6/10/2024	20.00
ACH	Apple Online Store	Apple.com	6/12/2024	106.67
ACH	Apple Online Store	Apple.com	6/12/2024	139.00
ACH	Apple Online Store	Apple.com	6/12/2024	376.05
ACH	Pacific Western Bank	Bank Fee	6/17/2024	125.00
ACH	TASC	FSA Payment - 06/24	6/17/2024	656.23
ACH	United States Postal Service	USPS Stamps	6/20/2024	300.00
ACH	Amazon Prime	Amazon Prime	6/24/2024	16.41
ACH	Apple.com	Apple.com	6/24/2024	2,157.92
ACH	Home Depot	Home Depot	6/26/2024	1,061.89
ACH	Omni Boston	Omni Boston	6/26/2024	1,396.50
ACH	Omni Boston	Omni Boston	6/26/2024	1,623.29
ACH	Home Depot	Home Depot	6/27/2024	1,068.89
ACH	Omni Boston	Omni Boston	6/27/2024	1,396.50
ACH	Omni Boston	Omni Boston	6/27/2024	1,396.50
ACH	Omni Boston	Omni Boston	6/27/2024	1,396.50
ACH	Officebooks.com	Officebooks.com	6/28/2024	99.90
<b>Total Disbursements Issued in June</b>				<b>\$ <u>198,326.82</u></b>

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Jul-12	<b>Federal Stimulus Reporting</b> - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period April 1, 2024- June 30, 2024.	Charter Impact with TEACH support	No	No	<a href="https://www.cde.ca.gov/fg/cr/reporting.asp">https://www.cde.ca.gov/fg/cr/reporting.asp</a>
FINANCE	Jul-15	<b>SB 740 Facility Grant Program: Deadline to Submit Eligible 2023/24 "Other" Costs for Reimbursement</b> - Applicants requesting reimbursement for Charter School costs associated with remodeling buildings, deferred maintenance, initially installing or extending service systems and other built-in equipment, improving sites and common area maintenance charges must file by annual due date - in 2022/23 original July due date was extended to Aug 15th.	Charter Impact with TEACH support	No	Yes	<a href="https://www.treasurer.ca.gov/csfa/cstg/index.asp">https://www.treasurer.ca.gov/csfa/cstg/index.asp</a>
DATA TEAM	Jul-26	<b>CALPADS EOY 1, 2, 3 and 4 certification deadline</b> - Course completion data for grades 7-12, CTE participants, concentrators, completers, program eligibility/participation, homeless student counts, student discipline, cumulative enrollment and student absence data must be submitted to CDE by 7/26/24, with an amendment deadline of 8/16/2024.	TEACH	No	No	<a href="https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp">https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp</a>
DATA TEAM	Jul-31	<b>2023-24 Local Indicators Dashboard deadline</b> -The 2024 Dashboard reporting window will be open from June 3, 2024 through July 31, 2024. California School Dashboard Coordinators report their LEA's 2023-24 Local Indicators to the Dashboard on the myCDEconnect unified system. These are the local indicators that will be reported on the 2024 Dashboard. This includes reporting the date that the 2024 local indicator results were reported to the local governing board/body on or before July 1, 2024, at the same meeting at which the Local Control and Accountability Plan (LCAP) is adopted. If an LEA does not submit results within the reporting window, a performance rating of "Standard Not Met" or "Standard Not Met for Two or More Years," as applicable, will appear on the LEA's 2024 Dashboard. For further information regarding Dashboard Coordinators or local indicators, please contact the Local Agency Systems Support Office by email at LCF@cdede.ca.gov.	TEACH	Yes	No	<a href="https://www.cde.ca.gov/ta/ac/cm/localindicators.asp">https://www.cde.ca.gov/ta/ac/cm/localindicators.asp</a>
FINANCE	Jul-31	<b>ASES - 4th Quarter Expenditure Report</b> - The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade (K-9).	TEACH with After School Provider Support	No	No	<a href="https://www.cde.ca.gov/ls/ev/asesupdates.asp">https://www.cde.ca.gov/ls/ev/asesupdates.asp</a>
FINANCE	Jul-31	<b>Comprehensive Support and Improvement (CSI) Expenditure Reporting - 2023 Report 1 and 2022 Report 4</b> - Actual expenditures for each performance period within the grant period shall be reported to the California Department of Education (CDE) as part of regular grant management and administration.	Charter Impact with TEACH support	No	No	<a href="https://www.cde.ca.gov/sp/sw/t1/csilegranttrpt.asp">https://www.cde.ca.gov/sp/sw/t1/csilegranttrpt.asp</a>
FINANCE	Jul-31	<b>Federal Cash Management - Period 1</b> - The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; Title III Immigrant; and Title IV programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	<a href="https://www.cde.ca.gov/fg/aa/cm/">https://www.cde.ca.gov/fg/aa/cm/</a>
FINANCE	Jul-31	<b>Public Charter School Grant Program and Dissemination Grant Program - Qtr 4</b> - The California Public Charter Schools Grant Program (PCSGP) Quarterly Expenditure Report (QER) is the accountability document that reflects the dollar amount spent towards work plan activities. A QER is due to the California Department of Education's Charter Schools Division within 30 days of each respective quarter.	Charter Impact	No	Yes	<a href="https://www.cde.ca.gov/sp/cr/pcsgp.asp">https://www.cde.ca.gov/sp/cr/pcsgp.asp</a>
GOVERNANCE	Jul-31	<b>Annual review of organization's Fiscal Policies</b> - Board approved fiscal policies define the organization's financial operations and internal controls to ensure compliance with industry and government regulations. An annual review is recommended to ensure compliance with current procedures and annually updated regulations. If updates are necessary, revised policies may be documented and presented for Board approval.	Charter Impact with TEACH support	Yes	No	
FINANCE	Aug-15	<b>Unaudited Actual Reports - Annual unaudited financial statements for the preceding year are due by date set by the charter authorizer (no later than September 15th).</b>	Charter Impact	Yes	Yes	<a href="https://www.cde.ca.gov/fg/st/fr/cs/alternative.asp">https://www.cde.ca.gov/fg/st/fr/cs/alternative.asp</a>
DATA TEAM	Aug-16	<b>CALPADS EOY 1, 2, 3 and 4 Amendment Window Deadline</b> - Course completion data for grades 7-12, CTE participants, concentrators, completers, program eligibility/participation, homeless student counts, student discipline, cumulative enrollment and student absence data must be submitted to CDE by 8/16/2024.	TEACH	No	No	<a href="https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp">https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp</a>
FINANCE	Aug-30	<b>Mandate Block Grant Application</b> - Mandate Block Grant funding is available to fund the costs of mandated programs and activities. The Mandate Block Grant application is the only option for charter schools to receive this funding. (2023/24 budget funding per PY ADA K-8 \$19.85, 9-12 \$55.17).	Charter Impact	No	No	<a href="https://www.cde.ca.gov/fg/fo/r14/mandatebg23rfa.asp">https://www.cde.ca.gov/fg/fo/r14/mandatebg23rfa.asp</a>
FINANCE	Aug-31	<b>Facility Incentive Grant Recertification (CSFA)</b> - The State Charter School Facilities Incentive Grants Program is a federal grant program designed to assist high-performing charter schools with rent, lease, debt service, and Proposition 39 pro-rata payments or costs related to purchase, acquisition, design, new construction, and renovation. Subgrantees must re-certify eligibility twice annually in February and August. Failure to do so will result in the loss of grant funds and can result in the award being rescinded.	Charter Impact	No	No	<a href="http://www.treasurer.ca.gov/csfa/charter/faq.pdf">http://www.treasurer.ca.gov/csfa/charter/faq.pdf</a>
DATA TEAM	Aug-31	<b>Administer English Language Proficiency Assessment for California (ELPAC) Initial Assessment</b> - Based on the results of the home language survey, every pupil in California whose native language is not English is required to be tested within 30 days of the start of school. Be sure to note your school's 30th day of instruction and test all ELPAC students before that date. This reporting is used for students' academic performance and state and federal accountability reporting requirements.	TEACH	No	No	<a href="https://www.cde.ca.gov/ta/ta/ep/">https://www.cde.ca.gov/ta/ta/ep/</a>
FINANCE	Aug-31	<b>End-of-Year Reconciliation LAUSD's special education end-of-year (EOY)</b> - reconciliation for grants and assistance pool funding due 8/31. Reporting links to be provided by LAUSD directly.	Charter Impact with TEACH support	No	No	
FINANCE	Sep-13	<b>Career Technical Education Grant (CTEIG) 2024-25</b> - Program established as a state education, economic, and workforce development initiative to provide pupils in kindergarten through grade twelve with the knowledge and skills necessary to transition to employment and postsecondary education. Grant applications must be received at the California Department of Education (CDE) by Friday, September 13, 2024, at 5 p.m.	TEACH with Charter Impact support	No	Yes	<a href="https://www.cde.ca.gov/ci/ct/ig/">https://www.cde.ca.gov/ci/ct/ig/</a>
FINANCE	Sep-15	<b>Education Protection Account (EPA) Final Expenditures</b> - All charter schools are required to report on their websites an accounting of how much money was received from the EPA and how that money was spent. This is commonly approved by the school's Board following the Unaudited Actuals Report.	Charter Impact	Yes	No	<a href="https://www.cde.ca.gov/fg/aa/na/pafaq.asp">https://www.cde.ca.gov/fg/aa/na/pafaq.asp</a>
FINANCE	Sep-21	<b>School-Based Medi-Cal Administrative Activities (SMAA)</b> - All charter schools participating in the SMAA program are required to participate in this reporting. The SMAA program reimburse schools for the federal share (50%) of the certain costs for administering the Medi-Cal program.	TEACH with Charter Impact support	No	No	<a href="https://www.dhcs.ca.gov/provgovpart/Pages/SMAA">https://www.dhcs.ca.gov/provgovpart/Pages/SMAA</a>
FINANCE	Sep-30	<b>The Educator Effectiveness Funds (EEF) Annual Report</b> - Annual report due each year on Sep 30th through 2026. Funds may be expended during the 2021-22, 2022-23, 2023-24, 2024-25 and 2025-26 fiscal years. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the CDE.	Charter Impact with TEACH support	No	No	<a href="https://www2.cde.ca.gov/ee/annual/">https://www2.cde.ca.gov/ee/annual/</a>

## Coversheet

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

**Section:** III. Items for Potential Action

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

**Purpose:** Vote

**Submitted by:**

**Related Material:**

TAT 2024\_Student\_and\_Parent\_Handbook\_TEACH\_Academy\_of\_Technologies\_20240725 (1) (1)  
.pdf

2024\_Student\_and\_Parent\_Handbook\_TEACH\_Preparatory\_Mildred\_S.\_Cunningham\_&\_Edith\_H.  
\_Morris\_ES\_20240725.pdf

2024\_Student\_and\_Parent\_Handbook\_TEACH\_Tech\_Charter\_High\_School\_20240730.pdf

# **TEACH Academy of Technologies**

## **Student and Parent Handbook 2024-2025**

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## I. Preliminary Matters / Introduction

### Board of Directors

The Board of Directors of TEACH Public Schools is a policy-making board which oversees the fundamental aspects of the School. The Board, when fully constituted shall be composed of at least five (5) and no more than nine (9) directors, including parents and community members. Board members shall have expertise in finance, law, non-profit governance, fundraising, school leadership, and academic program development. It shall consist of at least three members with career public school teaching experience, one member with legal background, one member representing the business community, one member representing parents, and one member with governmental experience. The members will have a two-year term. The TEACH Public Schools Principal and the Executive Directors shall be ex officio members of the Board. In accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors of the School. There shall be a non-voting member of LAUSD on the Board of Directors, as appointed by the District.

### Annual Notification and Guidelines

This Student Family Handbook enumerates sections of the Education Code that require annual parent guardian notification. (Education Code 48980[a])

California state law governs the basic operation of public schools, and the legislature regularly passes new laws affecting the quality and availability of education, as well as laws mandating that local school districts undertake new responsibilities.

These laws often require that TEACH adequately inform parents of the opportunities and protection to which they are entitled. TEACH complies with this by providing families with this Annual Notification in the Student Family Handbook at the beginning of each school year and by issuing the same publication to new families as they enter TEACH schools during the year.

The following contains a summary of state law provisions with which all parents and guardians should be familiar. In some cases, the laws have been summarized, and the precise code number has been provided should parents require more detailed information. "Education Code" is the area of state law that affects education most directly.

The Student Family Handbook will be published annually. All registered families of TEACH Public Schools will indicate their willingness to be governed by the Student Family Handbook by signing annually a written statement to that effect. The Administration reserves the right to amend the Handbook at any time for just cause. Parents of TEACH Public Schools students will be notified of the changes, in writing, in a timely manner.

### From the Principal

Dear TEACH Academy of Technologies Families,

As we enter a new school year filled with opportunity, I am delighted to extend a warm welcome to each of you. Whether you are returning or joining our school community for the first time, I am excited to be on this journey with you. I strongly believe in the power of community. Together, we will create an environment where every student feels valued, supported, and inspired to achieve their full potential. Our goal is to provide a well-rounded education that not only focuses on academic excellence but also nurtures each student's unique talents and interests.

Throughout the year, there will be many opportunities for us to work together towards this goal, and I look forward to it. I am confident that this academic year will be filled with exciting opportunities, memorable experiences, and significant milestones for your child. Together, let's make this a year of growth, discovery, and accomplishment!

Warm regards,

Bridgette Brown  
Principal

### **Our Vision**

TEACH Academy seeks to establish a state-of-the-art community school in South Los Angeles that will equip students with skills and habits of mind needed to compete in the 21st century. TEACH Academy will reach students of all backgrounds by teaching the entire child which includes the social, physical, emotional, and intellectual needs of the student. Upon graduation, the knowledge and the experiences acquired at this school will be effectively applied to their daily life.

### **Our Mission**

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

### **Our Goals**

- Challenging students by moving away from traditional teaching applications in order to attain academic proficiency at grade level and above.
- Allowing each student, the freedom to learn by exploring cutting edge technologies and concepts
- Enabling students to become creative, self-motivated, competent college bound students, and lifelong learners that live responsibly as informed, and productive members of a complex social, economic, and global society



**Anti-Discrimination Statement**

TEACH Academy of Technologies will have a zero-tolerance policy against discrimination on the basis of ethnicity, national origin, gender, sex, religion, race or disability. This applies to students, employees, and prospective employees.

### **Equal Educational Opportunities- Gender Equity**

No student shall, on the basis of his or her identified gender, be denied equal access to programs, activities, services or benefits, or be limited in the exercise of any right, privilege, advantage or opportunity. The Executive Director shall appoint a uniform complaint coordinator for nondiscrimination for the school. Students and parents shall be notified annually of their right to initiate a grievance or complaint of illegal discrimination and of the coordinator to whom such complaints shall be directed.

Within seven (7) calendar days of receiving a grievance or complaint of illegal discrimination, the coordinator shall send a copy of the school's written grievance procedure to the complainant. The coordinator shall investigate the nature and validity of the grievance with those responsible for the program or activity cited by the complainant. The coordinator may seek advice from related state agencies or legal counsel. Within sixty (60) days of receiving the grievance, the coordinator shall render a written decision, including the steps to be taken for further appeal of that decision.

### **Pupil Rights Act (20 U.S.C. 123H)**

Parents have the right to inspect all instructional materials, including teachers' instructional manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation of their child. Parents have:

1. The right to inspect a survey created by a third party before it is administered and distributed to their student;
2. The right to contact the principal and request the viewing of that survey;
3. The right to know the Argenta-Oreana CUSD #1 will make arrangements to protect the privacy of their student with regard to surveys that request personal information;
4. The right to inspect any instructional material used as part of their child's educational curriculum;
5. The right to be informed of any physical examinations or screenings that the district may administer to their student (screenings for head lice will occur periodically-as needed);
6. The right to contact the Principal to have their student opt-out of the survey.

## **Parent's Right to Know**

Right to know about your child's teacher and Paraprofessional

As a parent you have the right to know the qualifications of your child's teacher and/or paraprofessional. You may obtain information from California Department of Education by computer at [www.cde.gov](http://www.cde.gov). You may also send an information request to the, Freedom of Information Act Office at the SED or the District can provide you with information regarding:

- Whether the teacher is certified in the area in which they are teaching,
- Whether the teacher is teaching under emergency or other provisional status
- Whether the State Qualification or certification requirements have been waived, the bachelor degree and major of the teacher, graduate certification of the teacher, the field of discipline of the certification or degree
- And whether the child is provided services of a paraprofessional and if so their qualifications

## II. Academic Program

### Academic Program

Our academic program offers a fully inclusive curriculum that puts all students on track for academic proficiency and eventual college success. The school's curriculum framework is developed for {rCA\_TPS-SPH\_GrSpan} grades with the explicit purpose of helping all students reach grade-level proficiency and beyond by the end of {rCA\_TPS-SPH\_GrEnd} grade. The school model pulls together curricular and instructional practices proven most effective with a strong emphasis on low achieving students who are struggling academically in the traditional school setting. All teaching and learning is directed toward student mastery of the California State Standards as well as key college-prep skills, learning strategies, and work habits crucial for long-term academic success.

Our students will move through an age-appropriate curriculum for English-Language Arts, Mathematics, History- Social Studies, Science, and Visual/Performing Arts at each grade level. Spanish, French, and Visual Arts will be among electives available to students who have gone through the remediation courses and subsequently need significantly less time for literacy and numeracy remediation.

## **Student Recruitment**

Students are considered for admission without regard to ethnicity, national origin, gender, disability or sexual orientation. With the exception of proof of immunizations (or acceptable legal alternative), an enrollment application, and birth certificate, no requirements for admission exist. There will be no test or interview as a condition to enrollment in TEACH Academy of Technologies Charter School. No Tuition will be charged. TEACH Academy of Technologies is nonsectarian.

## **Application Process**

The application process is as follows:

1. Parent attendance at a school orientation meeting
2. Completion of the student enrollment forms
3. Parent signature of School Contract
4. Proof of Immunizations
5. Home Language Survey
6. Completion of Emergency Medical Information Form
7. Completion of Meal Application

**Applications of Admission**

Applications will be accepted during a publicly advertised open enrollment period each spring for the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, TEACH Academy of Technologies will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students (2nd year forward) who are guaranteed enrollment in the following school year. All individuals who have contacted TEACH Academy of Technologies regarding enrollment will be notified of the time and place of the lottery and will be encouraged to attend. All prospective students who have completed the enrollment process will have their names entered into the lottery. Names will be drawn at random until the grade level is filled. Once a grade level is drawn to capacity, applications will continue to be drawn for position on a wait list. This wait list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will a wait list carry over to the following school year. In all situations, siblings will have first consideration.



## **Our Extended Day- Extended Year**

Our extended daily schedule offers additional academic programming and culture-building, character-building, personalized support systems, and activities to help students develop the personal skills and resilience they need for college and life success.

- Tutoring - After –school classes where students receive individual guided practice and homework assistance from teachers and tutors. The Tutoring period is explicitly designed to respond to student achievement data and target student areas of difficulty. Students will also be coached and given the opportunity to practice the learning strategies and work habits that they encounter in their regular course work. For those students needing further intervention, one-on-one tutoring and supplementary remedial instruction may be provided.
- Summer Session \_ Summer programs will provide critical support for struggling students as well as acceleration and enrichment opportunities for students who have reached grade-level proficiency.

## **Report Cards & Progress Reports**

All grades can be accessed through our online grading system, and parents can contact teachers to request any one-on-one meeting to discuss the student's grades and assignments. Parents and students can access their grades via the parent/student portal at any time. A Final Semester Report cards will be printed twice a school year.

## **Grading System**

The grading scale is based on the degree to which students demonstrate proficiency on content area standards. The academic grade scale is composed of 4, 3, 2 or 1.

- Evidence of student learning can be captured using classroom work (formative) and benchmark tests (summative).
- Students are graded on mastery of the required California Standards. The comprehensive report cards at the end of each academic semester is information to parents about the student's performance in the core curriculum subjects and related elective courses.
- These reports should be examined by the parent/guardian. Non-custodial parents may request a copy of student reports by contacting the office in writing.

## **Student Records**

The type of information contained in a student's permanent record will be basically identifying information including:

1. Student and parent names and addresses.
2. Date of birth, place, and gender.
3. Academic record.
4. Attendance record.
5. Health record.
6. Record of release of record information.
7. Emergency card information such as emergency address, telephone number, and doctor.
8. The types of information contained in a student's temporary record will include:
9. Family background information.
10. Intelligence test scores, both group and individual.

11. Aptitude test scores.
12. Achievement test results.
13. Teacher anecdotal records.
14. Disciplinary information.

The contents of the school's student record may be challenged by filling out the proper form. This will explain what is being challenged, and why and what is required to remediate the situation. The request is to be brought to the attention of the office manager or principal. Other school personnel, who are involved with the student and need the information, have access to the records without parental consent. The contents of the school student record will be held on file until the date that the student would have graduated. The record will then be destroyed, except for the student's name, address, grades, dates of attendance, and completion of 12th grade.

A listing of directory information, such as name of student, parent/guardian name, address, and telephone number will be made available to authorized school organizations only as needed. If the parent/guardian does not wish to have his or her name listed, he or she must indicate this in writing to the principal prior to the start of school. Student records are subject to the guidelines and regulations set forth in the Federal Family Educational Rights and Privacy Act of 1974 and the California School Student Records Act (Chapter 122, Article 50, California Revised Statutes 1975).

All parents, guardians, or an individual acting as a parent of a student in the absence of a parent, have the right to inspect and review educational records maintained by the school within seven days after the request has been made. Student records are kept in the school that the pupil attends. The right to inspect and review includes the right to a response from the school to reasonable requests for explanations and interpretations of the records, and the right to obtain copies of the records at a reasonable charge. We will make every effort to comply with parental requests as quickly as possible.

No person may condition the granting or withholding of any right, privilege, or benefit, or make as a condition of employment, credit, or insurance, the securing by any individual of any information from a student's temporary record which such individual may obtain by the exercise of any right secured by California law. Individuals have the right to contact the U.S. Department of Education to report alleged failures by any school to comply with student records laws.

### **Make Up Work**

Parents may and are encouraged to get make-up work for a child who is absent due to illness or injury. Parents are asked to call the school before 10:00 a.m. on the day the make-up work is to be picked up.

### **Science Laboratory Instruction**

Students involved in science laboratory experiences shall be protected from contamination from body fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving body fluids will be conducted by way of teacher demonstration rather than by student participation.

### **Library/Textbooks**

TEACH Academy of Technologies focuses on literacy. Excellent reading materials will be provided for students at school. Continuous efforts will be made to teach and model proper use and care of all school books, materials, equipment, and supplies. Students and parents will be held financially responsible for any willful or unnecessary damage to or loss of books, materials, equipment, and supplies belonging to TEACH Academy of Technologies.

If a student should damage or lose a textbook, digital equipment, or classroom supplies, he/she will need to pay the cost of the repairs or replacement. Parent and student will meet with the Principal to go over the damage/lose as well as the repayment or replacement of the materials.

Parents are encouraged to take their children to the public library at least twice a month.

## **Student Supports and Protections**

### ***Section 504 Plan***

Section 504 of the Rehabilitation Act of 1973, states that no otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

- Compliance monitored by the Office of Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability.

Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. If you would like to know more about 504 Plans or other types of assistance available to your student, please contact your Principal.

Special Education Determination for eligibility for special education and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures for referral of students with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such as the Student Study Team (SST). A student shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized.

### **Student Study Team (SST)**

The Student Study Team is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them. The SST meets to determine what assistance is needed for students who have learning difficulties or who have repeated behavior problems. The team consists of the principal, teacher, parent and others associated with the student's area of need.

## **Integrating Physical Activity into the Classroom Setting**

For students to receive the nationally-recommended amount of daily physical activity (*i.e.*, at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons; and
- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

**Daily Physical Education (P.E.) 5-10**

All students in grades 9-10, including students with disabilities, special health-care needs, and in alternative educational settings, will receive weekly physical education for the entire school year. All physical education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity (*e.g.*, interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

- A minimum of 400 minutes for every 10 school days for students in grades 9-12
- Schools shall be encouraged to annually administer the physical fitness test designated by the State Board of Education to students in grades 5, 7, and 9.

**Physical Activity Opportunities Before and After School**

All middle and high schools will offer when appropriate extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools, when appropriate, will offer, interscholastic sports programs. Schools will offer, when feasible, a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

After-school child care and enrichment programs when appropriate will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

**Physical Activity and Punishment**

Teachers and other school and community personnel will not use physical activity (*e.g.*, running laps, pushups) or withhold opportunities for physical activity (*e.g.*, recess, physical education) as punishment.

### **III. Student Health, Safety and Wellbeing**

#### **Health and Safety**

##### **Emergency Numbers**

For the safety of every child, it is very important that parents complete the Emergency Card providing the school with an emergency telephone number so that someone may be notified in case of an emergency. This card should be signed and dated. The card will be maintained on file to use in the event of an emergency.

If no telephone is in the home, a telephone number of a relative or family friend must be provided. Any change in address, telephone number, parent's work, physician, or name of the person or persons authorized to pick the child up if the parent is ill or injured should be reported to the office immediately.

##### **Accidents**

Although TEACH Academy of Technologies makes every reasonable effort to prevent student accidents and injuries, accidents occur. The Principal or designee shall develop procedures to ensure that first aid and/or medical attention is provided as quickly as possible and that parents/guardians are notified of accidents. Universal precautions shall be observed whenever it is possible that students, employees or others may have contact with blood or body fluids as a result of the accident. TEACH Academy of Technologies staff shall appropriately report and document student accidents.

##### **Health Services**

TEACH Academy of Technologies is regulated by the State Department of Health Services. All facility inspection reports are available upon request. The health and safety of each student is the foremost responsibility of the school. Health services will be made available to any student needing it. If a student becomes ill at school, and needs assistance, he/she should inform the teacher to receive a referral to go to the office. All injuries must be reported to the teacher. If injuries occur after school they must be reported to the After School Director, after school aide or to the Principal.

It is necessary for current emergency information be on file at all times. Parents must up-date emergency information on a regular basis.

**Immunizations**

TEACH Academy of Technologies will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. TEACH Academy of Technologies requires written verification from a doctor or immunization clinic of the following immunizations:

- Diphtheria.
- Measles.
- Mumps, except for children who have reached the age of seven years.
- Pertussis (whooping cough), except for children who have reached the age of seven years.
- Poliomyelitis.
- Rubella.
- Tetanus.
- Hepatitis B.
- Varicella (chickenpox), (persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).

### **Physical Examinations**

All pupils are to have completed a health screening examination on or before the day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Section 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten.

Failure to obtain an examination for your child or a waiver will result in your child being denied enrollment.

If your child's medical status changes, please provide the office with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

### **Communicable, Contagious, or Infectious Disease Prevention Policy**

TEACH Academy of Technologies recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease. All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See "Immunizations I Physical Exams" Policy) Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.



## **Injuries and Accidents**

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. (See "Blood borne Pathogen Exposure Control Program" Policy)

## **Illness**

If a child is ill he or she **MUST NOT BE SENT TO SCHOOL**. Students who contract a contagious disease such as pink eye, chicken pox, ringworm, impetigo, head lice or other such conditions **SHALL NOT ATTEND SCHOOL**. The child must remain at home until he or she is no longer contagious and declared healthy by a health professional. A doctor's note is required for the student to return to school.

## **Medication at School**

Students are not permitted to carry medication (including inhalers for asthma). If a doctor's note is on file, the Office Manager will be permitted to dispense the medication to the student.

The Office Manager and the student's teacher must be informed of any prescription medication that a student is required to take at school. To dispense prescription medication to students, the school must receive a written order from the student's doctor and a permission slip from the student's parent. These notifications must remain on file at the school for duration of time that the student is required to take the medication. All medication should be brought to the office manager by the parent/guardian in its original prescription container, labeled with the student's name, the name of the medication, the date of expiration, and the proper dosage. If medication needs to be administered to the child when the Office manager is not present, a trained staff member will administer the medication.

## **Administration of Medications**

TEACH Academy of Technologies staff is responsible for the administration of medication to students attending school during regular school hours. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician or surgeon, may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if the TEACH Academy of Technologies receives the appropriate written statements

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, TEACH Academy of Technologies shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, along with a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing TEACH Academy of Technologies and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

In order for a pupil to be assisted by designated school personnel, TEACH Academy of Technologies shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that TEACH Academy of Technologies assist the pupil in the matters set forth in the statement of the physician.

**Guidelines:**

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered only during school hours if determined by a physician to be necessary.
- Designated staff shall keep records of medication administered at the school.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to summer holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.

## Medication Policy

The following procedures will be in effect for the monitoring and use of medication at school:

- Medication will only be allowed at school when failure to take medication could jeopardize the health and/or educational abilities of the student.
- Medication is restricted to students with long-term chronic illnesses or disabilities including, but not limited to, diabetes, attention disorders, asthma, seizure activity, epilepsy, cystic fibrosis, cardiac, neurological, and endocrine disorders. Any other medications should be given by parents/guardians before and/or after school hours.
- No medicines may be administered at school unless directed by a doctor.
- The student must have a medical form completed by the attending physician and his/her parents or guardian on file with the school office.
- All medicine must be in a labeled prescription container and must be kept in the designated place in each building. All asthma inhalers should be kept in the office (labeled) unless a note from a doctor states the inhaler should be kept on the person
- Instructions for dispensing, as well as a date, must be on the container
- Students are expected to take their medication during passing times or lunch times.
- Students are to remember the conditions under which they are to request their medicine.
- Teachers or other personnel are not required to administer the medicine. They may, however, supervise the student taking the medicine.

## **Guidelines to Help Promote a Healthy Environment**

Children are most vulnerable to contracting diseases while in school because of the close contact they maintain. While we cannot prevent this from occurring, with your help we can implement some simple guidelines to help promote a healthy environment.

1. Teach your child the importance of correct hand washing as a means of preventing the spread of germs.
2. Proper disposal of tissues and covering one's mouth when coughing also prevents germs from circulating.
3. If your child is coughing excessively, keep him or her home to prevent exposure to other children.
4. A child should be fever free for 24 hours before returning to school. Temperature may indicate the onset of an illness.
5. A child should remain home if he or she has vomited or experienced diarrhea within a 24-hour period.
6. Communication is essential to maintaining a healthy environment. Please report any contagious diseases your child has been diagnosed to have (e.g., strep throat, chicken pox, pink eye, etc.). The more we know, the better prepared we are to keep your child on the road to good health. When necessary, notices containing information regarding health matters will be sent home

## **First Aid, CPR, and Health Screening**

TEACH Academy of Technologies recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, TEACH Academy of Technologies expects parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Within the TEACH Academy of Technologies facilities, a First Aid Kit containing appropriate supplies will be present. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

All teachers are to be certified in adult and pediatric CPR and First Aid and be re-certified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all support staff and volunteers.

## **Resuscitation Orders**

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Principal, or designee, shall ensure that all parents/guardians are informed of this policy.

## **Head Lice**

To prevent the spread of head lice infestations, TEACH Academy of Technologies employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Principal, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in any learning center, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance. Excluded students may return to school when reexamined by the nurse, or designee, shows that all nits and lice have been removed.

### **Fire and Earthquake Drills**

Fire and earthquake drills will be conducted throughout the year. Students are expected to follow teacher instructions.

## SFA Wellness Policy

**Due to children's need to access healthy foods and opportunities to be physically active in order to grow, learn, and thrive; TEACH Schools is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of TEACH SFA that:**

- The schools will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing TEACH SFA school-wide nutrition and physical activity policies.
- All students in grades 9-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

## Breakfast

To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- Schools will, to the extent possible, operate the School Breakfast Program.
- Schools will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, "grab-and-go" breakfast, or breakfast during morning break or recess.
- Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.
- Schools will encourage parents to provide a healthy breakfast for their children.

## Free and Reduced-priced Meals

Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals<sup>5</sup>.

## Meal Times and Scheduling

Schools:

- will provide students with enough time to consume their meal after it has been served.
- should schedule meal periods at appropriate times, *e.g.*, lunch should be scheduled between 11 a.m. and 1 p.m.;
- should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will encourage students to wash or hand sanitize hands before they eat meals or snacks; and
- should take reasonable steps to encourage the tooth-brushing regimens of students with special oral health needs (*e.g.*, orthodontia or high tooth decay risk).

## Sharing of Foods and Beverages

Schools should monitor students sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

## Snacks

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The TEACH SFA will disseminate the guidelines for compliant snacks.

- If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

## *Snacks*

Students may bring nutritious snacks (fresh fruit, granola bars, cheese, peanut butter and crackers) for break time only.

## Rewards

Schools are encouraged not to use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior,<sup>10</sup> and will not withhold food or beverages (including food served through school meals) as a punishment.

## **Celebrations**

Schools should limit celebrations that involve food during the school day to no more than one party per class per month. It is encouraged that each party include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above).

## **Food Marketing in Schools**

School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above).<sup>11</sup> School-based marketing of brands promoting predominantly low-nutrition foods and beverages<sup>12</sup> is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: sales of healthy food for fundraisers.

## **Staff Wellness**

TEACH SFA highly values the health and well-being of every staff member and will encourage that support personal efforts by staff to maintain a healthy lifestyle.

Physical Education and Physical Activity Opportunities

## **Qualifications of School Food Service Staff**

Qualified nutrition professionals will administer the school meal programs. As part of TEACH SFA it is our responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.<sup>6</sup>

## **School-Sponsored Events**

**(such as, but not limited to, athletic events, dances, or performances)**

It is encouraged that foods and beverages offered or sold at school-sponsored events outside the school day meet the nutrition standards for meals or for foods and beverages sold individually (above).

## **Nutrition Education and Promotion**

TEACH SFA aims to teach, encourage, and support healthy eating by students. It's encouraged that schools provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;



- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs, other school foods, and nutrition-related community services;
- teaches media literacy with an emphasis on food marketing; and
- includes training for teachers and other staff.

### **Safe Routes to School**

TEACH SFA will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk, skate and bike to school. When appropriate, TEACH SFA will work together with local public works, public safety, and/or police departments in those efforts. TEACH SFA will explore the availability of federal "safe routes to school" funds, administered by the state department of transportation, to finance such improvements. TEACH SFA will encourage students to use public transportation when available and appropriate for travel to school, and will work with the local transit agency to provide transit passes for students.

## **IV. Student Conduct**

### **Student Conduct**

### **Student Bullying, Harassment, or Intimidation**

A person is bullied when he/she is exposed to intentional negative actions on the part of one or more students, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected. Bullying often occurs repeatedly and over time.

A person is harassed when he/she perceives or actually experiences discomfort with identity issues in regard to race, color, national origin, gender, disability, sexual orientation, religion, or other identifying characteristics, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected.

A person is intimidated when he/she is subjected to intentional action that seriously threatens and induces a sense of fear and/or inferiority, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected. Bullying, harassment, or intimidation is strictly prohibited by federal law and will not be tolerated in TEACH Public Schools.

Students who engage in behaviors that constitute bullying, harassment, or intimidation will be disciplined according to the procedures set by California Ed Code.

Students who believe that they are victims of harassment should report any such incidences promptly and may employ the Title IX grievance procedure. Students may report bullying, harassment, or intimidation without fear of harmful consequences. Students, parents/guardians, close adult relatives, and/or teachers may complete a form.

**Bullying, Harassment, or Intimidation Reporting Form**

This form may be obtained from the uniform complaint coordinator.

### **Telephone and Cell Phones**

The telephone is to be used for business only. If a student needs to place a call, he/she may do so with the permission of an adult in the office. If it is necessary for a parent/guardian to call, the message will be relayed to the student as soon as possible. No student will be called out of class to talk on the phone, except in cases of a life or death emergency. All students carrying cellular phones to school will be responsible for turning off their cell phone before the start of the school day. Please be aware that students will not be excused for any tardiness due to this policy. Phones can then be turned back on at the conclusion of the school day. The use of cellular phones is not permitted on campus during the school day. Any student using a cellular phone during the school day, without permission from school personnel, will have the phone confiscated. The telephone will be released upon review of cell phone use policy with parent or guardian.

## **Student Code of Internet Conduct**

The Internet is an exciting and powerful tool for students to research for both academic assignments as well as their own personal interests. As part of our curriculum, pupils have controlled access to the Internet and learn how to use libraries, databases and informational sources on a wide variety of topics. We recognize that some inappropriate material on the Internet may be accessed intentionally or by accident. To guard against this we will use a filtered service from a reliable software provider which regularly monitors web sites.

We will teach students the importance of responsible use of the web and e-mail as well as providing basic rules to maintain the privacy of students. At all times, pupils must agree to follow the Student Code of Internet Conduct summarized below.

1. Access to the Internet at TEACH is for educational purposes.
2. Students will not use the internet system here at TEACH to access material in violation of the following standards:
  - Prohibited Material: any material that appeals to a prurient interest and material that promotes or advocates illegal activities.
  - Restricted Material: sites that contain personal advertisements or facilitate making online connections with other people are restricted unless the school has approved such sites.
  - Limited Access Material: material that is generally considered to be non-educational or entertainment.
3. Students will not disclose your full name or any other personal contact information for any purpose.
4. Students will not disclose names, personal contact information, or any other private or personal information about other students under any circumstances.
5. Students will promptly disclose to their teachers or other school staff any message they receive that is inappropriate or makes them feel uncomfortable. Students should not delete such messages until instructed to do so by a staff member.

## Our Dress Policy

### Our Dress Code

It is the goal of TEACH Academy of Technologies to prepare our students in all aspects of readiness to navigate and function successfully in the academic and the professional world. TEACH Academy of Technologies adheres to a strict student dress code. Students at TEACH Academy of Technologies are required to wear the school uniform every school day. This policy also supports the student's ability to focus their attention away from fashion, style, and swag onto academics and those aspects of their personalities that are truly important. Cleanliness and good grooming are encouraged at all times. It is the goal of TEACH Academy of Technologies that our students look, act, and perform differently than those students at neighboring schools. The uniform is worn as an affirmation that the student accepts TEACH values, adheres to rules, and demands more of themselves than average. Parents must make choices to enforce student adherence to the school uniform policy. The school uniform policy does not change due to inclement weather, laundry issues, or personal choice.

### Tops

The school uniform shirt may be picked up with the school voucher free of charge. Additional uniform shirts may be purchased too. Every student is required to wear the required school uniform everyday.

Girls and Boys grades 5-8 must appropriate grade level polo shirt with the school logo. All clothing must be clean and all uniform shirts are strongly suggested to be tucked in for the entire instructional day to maintain a neat appearance. Students who opt to wear items of clothing under the required TEACH polo shirt may not wear items that have hoods on them. Students who choose to wear visible shirts under their polo shirts may only wear all black, with no visible logos or patterns.

### Bottoms

Students must wear plain black uniform pants that are loose fitting. (No jeans, denim, sweats, leggings, yoga pants, flared pants, logos, gems, or visible patterns. ) Absolutely no "sagging". Every student will wear their pants in a business casual manner. If a student's underwear is visible, the student will be required to wear a belt and tuck in their shirt for the remainder of the school year. Otherwise, belts and tucked shirts are strongly encouraged.

### Jacket, Sweaters, and Coats

Jackets, sweaters, coats or other articles of clothing with hoods on them may not be worn on campus at any time. In other words, students may wear hooded items to school but must remove them at the school entrance and keep them off the entire time until they leave the school. Students may not wear hooded items with the hood tucked into the shirt.

Sweatshirts with the TEACH logo are available for purchase. In addition to these sweatshirts, students may wear a plain jacket, sweater, or coat that is all black - with no visible logos or patterns. The TEACH sweatshirt is strongly suggested and preferred over a jacket, sweater, or coat.

### Shoes

Plain black sneakers are strongly preferred. Students must wear CLOSED-TOE, RUBBER-SOLED SNEAKERS that are any combination of black, white, brown, or gray. Absolutely no other colors are allowed including accent colors on the shoe, heel, sole, tongue, or any other visible part of the shoe. No sandals, crocks, or slides will be permitted.

### Hair

Students must keep their hair neat, clean and well groomed. Hair nets, wraps, scarves, do-rags, bonnets, hats, and/or other head coverings are not allowed as they do not fall under the expectation that the hair is neat, clean and well-groomed. Exceptions will not be made for students wishing to cover their hair because of a bad hair day. All head coverings are unacceptable at TEACH, including head/hair accessories, hats, bandanas, and beanies, etc.

### Accessories

Any attire that may be a distraction will be confiscated. Distracting attire includes but is not limited to accessories such as extra clothing pieces, and excessive and/or large pieces of jewelry. Students may only wear a pair of earrings no larger than a quarter. All neckwear / jewelry must be tucked into the student's uniform shirt. However, we urge parents to consider keeping all jewelry at home for student safety.

#### Violation Policy

Any student in violation of the TEACH Academy of Technologies uniform policy will be informed of the violation and required to immediately correct it. Students who refuse to remove the item that violates the school uniform policy will have a parent contacted and a conference will be held.

Students who receive more than one verbal correction regarding the uniform policy, and chronic violators, will have the item of clothing that violates school uniform policy removed, confiscated and held in the office for the school day. These items may be reclaimed after school. Items confiscated more than 1 time will be returned to the parent.

#### PARENT NOTICE

TEACH Academy of Technologies is a charter school of choice. Each parent of each child at TEACH has chosen TEACH over other schools. Regardless of the reason for this choice, TEACH Academy has been operating for over 11 years with the same rules for all students. By enrolling your student at TEACH Academy, you have voluntarily chosen to enroll your child at a school with a strict uniform policy. Please do not empower your student to break rules by wearing items that violate the policy by which you agreed to abide by. Our collective goal is to get your child to and through college and we have designed the best course for them to get there safely and without distraction.

### **Personal Belongings**

The school is not responsible for items that are lost or stolen. Items having a value for one individual usually have an appeal for others. Therefore, all items of value must be kept at home.

### **Money and Other Valuable Property**

Students are encouraged to leave all money and other valuable property at home. The School assumes no responsibility for the loss or theft of such articles.

### **Candy & Toys**

Students may not bring candy, toys, or other non-school related items to school unless approved by the teacher. The student assumes responsibility for any items brought from home. Toy weapons are strictly prohibited, and no headphones, radios, games, virtual pets, Game Boys, etc., are allowed and will be confiscated and only returned to a parent.

### **Lost & Found**

Students may lose items of clothing from time to time. Every article that could possibly be lost should be plainly marked with the child's name on it. It is important every student makes an effort to keep or recover all of his/her belongings. Articles lost and not claimed are given to a charitable organization at the end of each semester.

### **Pets & Toys**

Pets may not be brought to school unless a teacher has made a special request. Toys, trading cards, etc. are not to be brought to school. They get lost or taken and become a distracting to learning. All toys, including toy guns, squirt guns, toy knives and toy cell phones are prohibited.



### **Vandalism, Theft, and Graffiti**

The school considers vandalism a very serious matter. Vandalism includes the negligent, willful, or unlawful damaging and/or theft of any charter school/district-owned real or personal property, including the writing of graffiti.

Any student who commits an act of vandalism shall be subject to disciplinary action by the Charter School and also may be prosecuted through other legal means. If reparation of damages is not made, the school also may withhold the student's grades, diploma and/or transcripts in accordance with law.

### **Weapons and Dangerous Instruments**

In order to maintain order and discipline in TEACH Academy of Technologies and to protect the safety of students, staff and the public, any school employee is authorized to confiscate a weapon, dangerous instrument or imitation firearm from any person on school grounds.

Students possessing or threatening others with a weapon, dangerous instrument or imitation firearm are subject to suspension and/or expulsion in accordance with charter school policy and the law, Board policy and administrative regulations. The principal or designee shall notify law enforcement authorities when any student possesses a weapon or commits any act of assault with a firearm or other weapon.

### **Reporting of Injurious Objects**

TEACH Academy of Technologies encourages students to promptly report the presence of weapons, injurious objects or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Principal or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The strategy shall also include means of informing staff, students and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

### **Discipline**

TEACH Academy of Technologies believes that learning best occurs in an environment that consistently incorporates Character Education, and Discipline into a sound academic program. We believe that discipline and learning are directly related. Given the proper environment, we believe that children exhibit their best learning in appropriate ways. In a joint effort of parents and school, students of TEACH Academy of Technologies are taught and expected to follow the discipline guides as set forth by the School 's Board of Directors:

#### **Responsibility**

- Do what you are supposed to do; when you are supposed to do it
- Persevere: keep on trying!
- Be on task

- Always do your best
- Think before you act-consider the consequences
- Be accountable for your choices
- Follow directions
- Respect the rights and belongings of others

#### Appropriateness

- Good decision-making
- Positive Communication Skills
- Self-esteem
- Courtesy
- Self Control

#### Individual Effort

- Hard Work
- Cooperation
- Collaboration
- Kindness
- Fairness
- Aspiration
- Integrity
- Dignity
- Positive Response to Community

#### Personal Attributes

- Appearance
- Punctuality
- Cordiality
- Responsiveness

TEACH Academy of Technologies believes that all children can learn when taught well. We recognize that the ultimate objective of education is to enable students to become successful, self-directed learners. This goal is best achieved in a culture of acceptance, high expectation, encouragement, support, and positive motivation. Teachers have a responsibility to maintain a positive learning environment. Discipline is a process by which students are helped to develop an understanding of, and an appreciation for appropriate behavior toward a sound learning experience. The process includes positive behavioral interventions. Any student who interferes with their right or the right of others to learn is engaging in inappropriate behavior. Inappropriate behavior is subject to disciplinary consequences. Students engaging in inappropriate behavior, or students who have conflict with another, is subject to disciplinary consequences. Our students are taught and encouraged to manage and resolve conflict on their own through positive communication skills. If after doing so, students feel that the problem is not resolved, the conflict should be reported to the teacher.

General disciplinary problems may result in disciplinary action by teachers and/or by the Principal. The Principal has primary responsibility for defining the school's culture to ensure that student discipline is implemented in a fair, effective manner. Teachers handle discipline. Instructional aides and staff may assist with discipline. Instructional aides and school staff members will make every effort, individually, collectively, and cooperatively to help each student gain acceptable self-discipline standards. Students with repeated behavior problems are referred to the Student Success Team. This team includes the student, parent, teacher, principal and counselor. An action plan is developed to help the student develop constructive behavior patterns.



## **Restorative Justice**

At TEACH, we believe in working with students in order for them to repair any harm that they may have caused to others through words or actions. Restorative Justice is a process for all stakeholders. It requires that those impacted by the student's behaviours are part of the process that identifies the behaviour, addresses the behaviour and informs the steps necessary to repair the harm done by the behaviour. All stakeholders accomplish this through a cooperative process, which can lead to a transformation of people, relationships, and communities.

Restorative Discipline is developed to accomplish the following:

- Identify the behaviour.
- Help a student recognize how his/her behaviour effects self and others
- Provides student with guidance that he/she can do things differently.
- Help a student understand what is beyond his or her control.
- Help a student learn to deal with things he/she cannot change in a more productive manner.
- Help the student participate in an action plan to address his/her behaviour

The following outlines progressive steps for non-functional behavior:

1. Conversation with student
2. Parent/Guardian Contact
3. Involvement of grade level counselor
4. Placement on a Behaviour Monitoring Contract
5. Referral for an SST
6. Possible assessment for supportive services as identified through evidence, parent/student/teacher input (IEP, outside counseling services)
7. Independent Study
8. Alternative Education
9. Expulsion

## V. Parents

### Parents

#### Parent Involvement

A key piece of the school culture to support achievement for all students is a process of continuous communication and collaboration with families. As the student moves through the school year, his/her progress toward individual goals is carefully tracked and shared monthly with families through the means of a Personalized Learning Plan.

Therefore, parental involvement at TEACH Academy of Technologies is required. Our Parents are encouraged to participate individually and as a group for the benefit of the school.

#### Parent Participation

- Enhances the quality of education children receive
- Provides for greater integration of the educational program
- Promotes better understanding between parent and teacher, between parent and child; between home and school; and between school and the community.
- Parental involvement plays an important role in the life of the school and in the resolution of classroom behavior issues.

#### Required Parental Attendance

The Board of Directors of TEACH Academy of Technologies believes that parental involvement plays an important role in the life of the school and in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid school authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian shall also meet with the school Principal or designee.

The Board of Directors encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher may also inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student.

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The Principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

## **Parent's Right to Know**

Right to know about your child's teacher and Paraprofessional

As a parent you have the right to know the qualifications of your child's teacher and/or paraprofessional. You may obtain information from California Department of Education by computer at [www.cde.gov](http://www.cde.gov). You may also send an information request to the, Freedom of Information Act Office at the SED or the District can provide you with information regarding:

- Whether the teacher is certified in the area in which they are teaching,
- Whether the teacher is teaching under emergency or other provisional status
- Whether the State Qualification or certification requirements have been waived, the bachelor degree and major of the teacher, graduate certification of the teacher, the field of discipline of the certification or degree
- And whether the child is provided services of a paraprofessional and if so their qualifications

### **Visitor Identification**

Visitors are always welcome at the TEACH Academy of Technologies, especially parents of our students. To help ensure a safe and secure learning environment for all students, all visitors to TEACH Academy of Technologies are required to sign-in at the main office and to wear a visitor's pass. Faculty and staff are instructed to escort anyone not having a pass to the office immediately for identification.

**Parking**

Please note the parking signs. Double parking is illegal, unsafe and prohibited. The parking lot across the street is for teachers and staff, please refrain from parking in the lot.



## **Conditions for Classroom and School Visitation and Removal Policy**

While TEACH Academy of Technologies encourages parents/guardians and interested members of the community to visit TEACH Academy of Technologies and view the educational program, TEACH Academy of Technologies also endeavors to create a safe environment for students and staff.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the school has established the following procedures, pursuant to California Penal Code Sections 627, ET. seq., to facilitate visits during regular school days:

1. Visits during school hours should first be arranged with the teacher, Principal, or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non- instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher, Principal, or designee.
2. All visitors shall register with the front office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide his/her name, his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the office will provide a visitor with a Visitor's pass to wear as they are being accompanied through the school and any classrooms.
3. The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or actions would disrupt the school, its students, its teachers, or its other employees; and/or would result in damage to property; would result in the distribution or use of unlawful or controlled substances.
4. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
5. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
6. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Executive Director or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Executive Director or the Board President within five days after the denial or revocation. The Executive Director or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Executive Director shall be held within seven days after the Executive Director receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the President receives the request.
7. The Principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.
8. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's permission.

**Conditions for Classroom and School Visitation and Removal Policy Penalties**

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.
2. Further conduct of this nature by the visitor may lead to the school's pursuit of a restraining order against such visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of three (3) years.

## **Volunteers**

Volunteers must come to the office and sign in and sign out when volunteering. A volunteer badge must be worn while on campus. Additionally, all volunteers are strongly required to take a TB test and have the results on file with the Office.

### **Releasing Students**

If a student becomes too ill to remain in school, a staff member will contact the parents by telephone. The parent is required to pick the child up or arrange for the child to be picked up by an authorized person. Parents must have the name and contact telephone number of an authorized person on the emergency card.

### ***TEACHERS ARE NOT PERMITTED TO RELEASE CHILDREN WITHOUT OFFICE APPROVAL.***

Parents or guardians who wish to take students home before regular dismissal time must come to the school's office for an official release from class. If a student has a specific medical condition, health problem or security need, this information must be reported in writing at the time of enrollment or as soon as it is known, so that appropriate accommodations can be made for the student.

### **Parent/Teacher Conference**

Parents may be required to accompany their child through a school day to monitor and observe his or her behavior. Parents may be required to confer with school staff to concentrate efforts to assist a chronically misbehaving student.

### **Picking Up Students from School**

If you will be picking your student up before the end of the school day, please send a note to the office, as well as the classroom teachers. If someone other than a parent or guardian is to pick up your child, a signed note is REQUIRED and the adult MUST be named in the Emergency Card.

### **After-School Pick-Up of Students**

Please note the parking signs. Double parking is illegal, unsafe and prohibited. The parking lot across the street is for teachers and staff, please refrain from parking in the lot. Students will be dismissed from the front entrance of the school, you may find a parking spot and collect your child.

## VI. Operations

### School-Sponsored Events

**(such as, but not limited to, athletic events, dances, or performances)**

It is encouraged that foods and beverages offered or sold at school-sponsored events outside the school day meet the nutrition standards for meals or for foods and beverages sold individually (above).

### Communications with Parents

The TEACH SFA/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The TEACH SFA will, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus when available. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages.

The TEACH SFA/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school.

### Food Marketing in Schools

School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above).<sup>11</sup> School-based marketing of brands promoting predominantly low-nutrition foods and beverages<sup>12</sup> is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: sales of healthy food for fundraisers.

### Staff Wellness

TEACH SFA highly values the health and well-being of every staff member and will encourage that support personal efforts by staff to maintain a healthy lifestyle.

Physical Education and Physical Activity Opportunities

### Use of School Facilities Outside of School Hours

School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

## **Monitoring**

The Wellness Committee will ensure compliance with established TEACH SFA school-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the TEACH SFA Wellness Committee.

School food service staff, at the school level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the Wellness Committee (or if done at the school level, to the school principal). In addition, TEACH SFA will report on the most recent USDA Administrative Review findings and any resulting changes.

The Wellness Committee will develop a summary report periodically on TEACH SFA school-wide compliance with TEACH Schools established nutrition and physical activity wellness policies, based on input from schools within TEACH SFA. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in TEACH SFA schools.

Monitor and Policy Review

## **Policy Review**

To help with the initial development of the TEACH SFA wellness policies, each school in the TEACH SFA will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies.<sup>13</sup> The results of those school-by-school assessments will be compiled by the Wellness Committee level to identify and prioritize needs. Assessments will be repeated periodically to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, TEACH SFA will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. TEACH SFA, and individual schools within TEACH SFA, will, as necessary, suggest revisions to the wellness policies and develop work plans to facilitate their implementation.

## VII. Complaints and Forms

### Uniform Complaint Policy and Procedures

#### Scope

The policy of the Board of Directors of TEACH Public Schools (“TEACH”) is to comply with applicable federal and state laws and regulations. TEACH is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any TEACH program or activity; and

(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: After School Education and Safety Programs, Consolidated Categorical Aid Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Every Student Succeeds Act, Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Special Education Programs, Bilingual Education, Economic Impact Aid, and Tobacco-Use Prevention Education.

(3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees. A complaint of noncompliance with laws relating to pupil fees may be filed with the Principal or the Compliance Officer.



d. If the TEACH finds merit in a pupil fees complaint TEACH shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by TEACH to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

(5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If TEACH finds merit in a complaint, or if the Superintendent finds merit in an appeal, TEACH shall provide a remedy to the affected pupil.

TEACH acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. TEACH cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, TEACH will attempt to do so as appropriate. TEACH may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

TEACH prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

#### Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure TEACH's compliance with law:

Superintendent  
TEACH Public Schools  
10600 S. Western Avenue  
Los Angeles, CA 90047

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

Should a complaint be filed against the Superintendent, the compliance officer for that case shall be the President of TEACH Board of Directors.

#### Notifications

The Superintendent or designee shall annually provide written notification of TEACH's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in TEACH speak a single primary language other than English.

The Superintendent or designee shall make available copies of TEACH's uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that TEACH is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal TEACH 's decision to the CDE by filing a written appeal within 15 days of receiving TEACH decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

#### Procedures

The following procedures shall be used to address all complaints which allege that TEACH has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by TEACH.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, TEACH staff shall assist him/her in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend TEACH's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide TEACH's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

TEACH's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Response**

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of TEACH's investigation and decision, as described in Step #5 below, within sixty (60) days of TEACH's receipt of the complaint.

- **Step 5: Final Written Decision**

TEACH's decision shall be in writing and sent to the complainant. TEACH's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal TEACH's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of TEACH's expectations. The report shall not give any further information as to the nature of the disciplinary action.

#### Appeals to the California Department of Education

If dissatisfied with TEACH's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving TEACH's decision. The appeal should be sent to:

California Department of Education  
1430 N Street  
Sacramento, CA 95814  
Telephone: (916) 319-0800

When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of TEACH's decision.

Upon notification by the CDE that the complainant has appealed TEACH's decision, the Superintendent or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by TEACH, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of TEACH's complaint procedures.

## 7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by TEACH when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which TEACH has not taken action within sixty (60) days of the date the complaint was filed with TEACH.

### Civil Law Remedies

A complainant may pursue available civil law remedies outside of TEACH's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if TEACH has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR § 4622.

**Uniform Complaint Procedure Form**

Last Name: \_\_\_\_\_ First Name/MI: \_\_\_\_\_

Student Name (if applicable): \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Street Address/Apt.#: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

School/Office of Alleged Violation: \_\_\_\_\_

**For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:**

- Special Education
- Pupil Fees
- Bilingual Education
- After School Education and Safety
- Consolidated Categorical Aid
- Child Nutrition
- No Child Left Behind Programs
- Every Student Succeeds Act Prog.
- Local Control Funding Formula
- Foster/Homeless Youth
- Tobacco-Use Prevention Education
- Lactating Pupils
- Economic Impact Aid

**For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:**

- Age
- Ancestry
- Color
- Disability (Mental or Physical)
- Ethnic Group Identification
- Medical Condition
- Gender / Gender Expression / Gender Identity
- Genetic Information
- National Origin
- Race or Ethnicity
- Religion
- Sex (Actual or Perceived)
- Sexual Orientation (Actual or Perceived)
- Based on association with a person or group with one or more of these actual or perceived characteristics
- Marital Status

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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2. Have you discussed your complaint or brought your complaint to any TEACH personnel? If you have, to whom did you take the complaint, and what was the result?

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3. Please provide copies of any written documents that may be relevant or supportive of your complaint.  
I have attached supporting documents.  Yes  No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mail complaint and any relevant documents to:  
Superintendent  
TEACH Public Schools  
10600 S. Western Avenue  
Los Angeles, CA 90047

## General Complaints

The Board of Directors of TEACH Public Schools (“TEACH”) has adopted this General Complaint Policy to address concerns about TEACH generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the TEACH Anti-Discrimination, Sexual Harassment, Harassment, and Bullying Policy and/or TEACH Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures will be appropriate.

### Internal Complaints

(Complaints by Employees against Employees)

This section of the policy is for use when an TEACH employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Superintendent or designee:

1. The complainant will bring the matter to the attention of the Superintendent as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Superintendent or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Superintendent, the complainant may file his or her complaint in a signed writing to the Chair of the TEACH Board of Directors, who will then confer with the Board of Directors and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board of Directors. The Chair or investigator will report his or her findings to the Board of Directors for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, TEACH values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

### Policy for Complaints Generally

(General Complaints and Complaints by Third Parties against Employees)

This section of the policy is for use when either a complaint does not fall under other complaint procedures or a third party (non-employee) raises a complaint or concern about TEACH generally, or an TEACH employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Superintendent or Chair of the TEACH Board of Directors (only if the complaint concerns the Superintendent) as soon as possible after the events that give rise to the complainant’s concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Superintendent (or designee) shall abide by the following process:

1. The Superintendent or designee shall use his or her best efforts to ascertain the facts relating to the complaint. Where applicable, the Superintendent or designee shall talk with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts.



2. In the event that the Superintendent (or designee) finds that a complaint is valid, the Superintendent (or designee) may take appropriate action to resolve the problem. Where the complaint is against an employee of TEACH, the Superintendent may take disciplinary action against the employee. As appropriate, the Superintendent (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Superintendent's (or designee's) decision relating to the complaint shall be final unless it is appealed to the TEACH Board of Directors. The decision of the Board of Directors shall be final.

### **General Requirements**

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

3. Resolution: The TEACH Board of Directors (if a complaint is about the Superintendent) or the Superintendent or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

### General Complaint Form

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I hereby authorize TEACH to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_  
Signature of Complainant Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

To be completed by TEACH:

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

## HARASSMENT COMPLAINT FORM

*It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.*

*If you are an employee of the School, you may file this form with the Principal or Board President.*

*Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.*

*The School will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.*

*In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide, the more likely it is that the School will be able to address your complaint to your satisfaction.*

*Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s):  
\_\_\_\_\_

Name of Person(s) you believe sexually harassed you or someone else:  
\_\_\_\_\_

List any witnesses that were present:  
\_\_\_\_\_

Where did the incident(s) occur?  
\_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional Pages if needed):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant: \_\_\_\_\_

Print Name: \_\_\_\_\_

**To be completed by School:**

Received by Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Parent/Student Signature Page

Our signatures below indicate that we have received, read for understanding, and agree to follow the policies and guidelines found in the Student/Parent Handbook 2024-2025.

\_\_\_\_\_  
Student Name (please print)

\_\_\_\_\_  
Grade Level

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

# **TEACH Academy of Technologies**

## **Student and Parent Handbook 2024-2025**

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## I. Preliminary Matters / Introduction

### Board of Directors

The Board of Directors of TEACH Public Schools is a policy-making board which oversees the fundamental aspects of the School. The Board, when fully constituted, shall be composed of at least five (5) and no more than nine (9) directors, including parents and community members. Board members shall have expertise in finance, law, non-profit governance, fundraising, school leadership, and academic program development. It shall consist of at least three members with career public school teaching experience, one member with legal background, one member representing the business community, one member representing parents, and one member with governmental experience. The members will have a two-year term. The TEACH Public Schools Principal and the Executive Directors shall be ex officio members of the Board. In accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors of the School. There shall be a non-voting member of LAUSD on the Board of Directors, as appointed by the District.

### Annual Notification and Guidelines

This Student Family Handbook enumerates sections of the Education Code that require annual parent guardian notification. (Education Code 48980[a])

California state law governs the basic operation of public schools, and the legislature regularly passes new laws affecting the quality and availability of education, as well as laws mandating that local school districts undertake new responsibilities.

These laws often require that TEACH adequately inform parents of the opportunities and protection to which they are entitled. TEACH complies with this by providing families with this Annual Notification in the Student Family Handbook at the beginning of each school year and by issuing the same publication to new families as they enter TEACH schools during the year.

The following contains a summary of state law provisions with which all parents and guardians should be familiar. In some cases, the laws have been summarized, and the precise code number has been provided should parents require more detailed information. "Education Code" is the area of state law that affects education most directly.

The Student Family Handbook will be published annually. All registered families of TEACH Public Schools will indicate their willingness to be governed by the Student Family Handbook by signing annually a written statement to that effect. The Administration reserves the right to amend the Handbook at any time for just cause. Parents of TEACH Public Schools students will be notified of the changes, in writing, in a timely manner.

## From the Principal

Dear TEACH Academy of Technologies Families,

As we enter a new school year filled with opportunity, I am delighted to extend a warm welcome to each of you. Whether you are returning or joining our school community for the first time, I am excited to be on this journey with you.

I strongly believe in the power of community. Together, we will create an environment where every student feels valued, supported, and inspired to achieve their full potential. Our goal is to provide a well-rounded education that not only focuses on academic excellence but also nurtures each student's unique talents and interests. Throughout the year, there will be many opportunities for us to work together towards this goal, and I look forward to it.

I am confident that this academic year will be filled with exciting opportunities, memorable experiences, and significant milestones for your child. Together, let's make this a year of growth, discovery, and accomplishment!

Warm regards,

Bridgette Brown  
Principal  
TEACH Academy of Technologies

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## Our Vision

TEACH Academy seeks to establish a state-of-the-art community school in South Los Angeles that will equip students with skills and habits of mind needed to compete in the 21st century. TEACH Academy will reach students of all backgrounds by teaching the entire child which includes the social, physical, emotional, and intellectual needs of the student. Upon graduation, the knowledge and the experiences acquired at this school will be effectively applied to their daily life.

## Our Mission

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

## Our Goals

- Challenging students by moving away from traditional teaching applications in order to attain academic proficiency at grade level and above.
- Allowing each student, the freedom to learn by exploring cutting edge technologies and concepts
- Enabling students to become creative, self-motivated, competent college bound students, and lifelong learners that live responsibly as informed, and productive members of a complex social, economic, and global society

## Anti-Discrimination Statement

TEACH Academy of Technologies will have a zero-tolerance policy against discrimination on the basis of ethnicity, national origin, gender, sex, religion, race or disability. This applies to students, employees, and prospective employees.

## Equal Educational Opportunities- Gender Equity

No student shall, on the basis of his or her identified gender, be denied equal access to programs, activities, services or benefits, or be limited in the exercise of any right, privilege, advantage or opportunity. The Executive Director shall appoint a uniform complaint coordinator for nondiscrimination for the school. Students and parents shall be notified annually of their right to initiate a grievance or complaint of illegal discrimination and of the coordinator to whom such complaints shall be directed.

Within seven (7) calendar days of receiving a grievance or complaint of illegal discrimination, the coordinator shall send a copy of the school's written grievance procedure to the complainant. The coordinator shall investigate the nature and validity of the grievance with those responsible for the program or activity cited by the complainant. The coordinator may seek advice from related state agencies or legal counsel. Within sixty (60) days of receiving the grievance, the coordinator shall render a written decision, including the steps to be taken for further appeal of that decision.

## Pupil Rights Act (20 U.S.C. 123H)

Parents have the right to inspect all instructional materials, including teachers' instructional manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation of their child. Parents have:

1. The right to inspect a survey created by a third party before it is administered and distributed to their student;
2. The right to contact the principal and request the viewing of that survey;
3. The right to know the Argenta-Oreana CUSD #1 will make arrangements to protect the privacy of their student with regard to surveys that request personal information;
4. The right to inspect any instructional material used as part of their child's educational curriculum;
5. The right to be informed of any physical examinations or screenings that the district may administer to their student (screenings for head lice will occur periodically-as needed);
6. The right to contact the Principal to have their student opt-out of the survey.

## Parent's Right to Know

Right to know about your child's teacher and Paraprofessional

As a parent you have the right to know the qualifications of your child's teacher and/or paraprofessional. You may obtain information from California Department of Education by computer at [www.cde.gov](http://www.cde.gov). You may also send an information request to the, Freedom of Information Act Office at the SED or the District can provide you with information regarding:

- Whether the teacher is certified in the area in which they are teaching,
  - Whether the teacher is teaching under emergency or other provisional status
  - Whether the State Qualification or certification requirements have been waived, the bachelor degree and major of the teacher, graduate certification of the teacher, the field of discipline of the certification or degree •
- And whether the child is provided services of a paraprofessional and if so their qualifications

## II. Academic Program

### Academic Program

Our academic program offers a fully inclusive curriculum that puts all students on track for academic proficiency and eventual college success. The school's curriculum framework is developed for {rCA\_TPS-SPH\_GrSpan} grades with the explicit purpose of helping all students reach grade-level proficiency and beyond by the end of {rCA\_TPS-SPH\_GrEnd}

grade. The school model pulls together curricular and instructional practices proven most effective with a strong emphasis on low achieving students who are struggling academically in the traditional school setting. All teaching and learning is directed toward student mastery of the California State Standards as well as key college-prep skills, learning strategies, and work habits crucial for long-term academic success.

Our students will move through an age-appropriate curriculum for English-Language Arts, Mathematics, History- Social Studies, Science, and Visual/Performing Arts at each grade level. Spanish, French, and Visual Arts will be among electives available to students who have gone through the remediation courses and subsequently need significantly less time for literacy and numeracy remediation.

### **Student Recruitment**

Students are considered for admission without regard to ethnicity, national origin, gender, disability or sexual orientation. With the exception of proof of immunizations (or acceptable legal alternative), an enrollment application, and birth certificate, no requirements for admission exist. There will be no test or interview as a condition to enrollment in TEACH Academy of Technologies Charter School. No Tuition will be charged. TEACH Academy of Technologies is nonsectarian.

### **Application Process**

The application process is as follows:

1. Parent attendance at a school orientation meeting
2. Completion of the student enrollment forms 3.

Parent signature of School Contract

4. Proof of Immunizations
5. Home Language Survey
6. Completion of Emergency Medical Information

Form 7. Completion of Meal Application

### **Applications of Admission**

Applications will be accepted during a publicly advertised open enrollment period each spring for the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, TEACH Academy of Technologies will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students (2nd year forward) who are guaranteed enrollment in the following school year. All individuals who have contacted TEACH Academy of Technologies regarding enrollment will be notified of the time and place of the lottery and will be encouraged to attend. All prospective students who have completed the enrollment process will have their names entered into the lottery. Names will be drawn at random until the grade level is filled. Once a grade level is drawn to capacity, applications will continue to be drawn for position on a wait list. This wait list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will a wait list carry over to the following school year. In all situations, siblings will have first consideration.

### **Report Cards & Progress Reports**

All grades can be accessed through our online grading system, and parents can contact teachers to request any one-on-one meeting to discuss the student's grades and assignments. Parents and students can access their grades via the parent/student portal at any time. A Final Semester Report cards will be printed twice a school year.

## Grading System

The grading scale is based on the degree to which students demonstrate proficiency on content area standards. The academic grade scale is composed of 4, 3, 2 or 1.

- Evidence of student learning can be captured using classroom work (formative) and benchmark tests (summative).
- Students are graded on mastery of the required California Standards. The comprehensive report cards at the end of each academic semester is information to parents about the student's performance in the core curriculum subjects and related elective courses.
- These reports should be examined by the parent/guardian. Non-custodial parents may request a copy of student reports by contacting the office in writing.

## Student Records

The type of information contained in a student's permanent record will be basically identifying information including:

1. Student and parent names and addresses.
2. Date of birth, place, and gender.
3. Academic record.
4. Attendance record.
5. Health record.
6. Record of release of record information.
7. Emergency card information such as emergency address, telephone number, and doctor.
8. The types of information contained in a student's temporary record will include:
9. Family background information.
10. Intelligence test scores, both group and individual.
11. Aptitude test scores.
12. Achievement test results.
13. Teacher anecdotal records.
14. Disciplinary information.

The contents of the school's student record may be challenged by filling out the proper form. This will explain what is being challenged, and why and what is required to remediate the situation. The request is to be brought to the attention of the office manager or principal. Other school personnel, who are involved with the student and need the information, have access to the records without parental consent. The contents of the school student record will be held on file until the date that the student would have graduated. The record will then be destroyed, except for the student's name, address, grades, dates of attendance, and completion of 12th grade.

A listing of directory information, such as name of student, parent/guardian name, address, and telephone number will be made available to authorized school organizations only as needed. If the parent/guardian does not wish to have his or her name listed, he or she must indicate this in writing to the principal prior to the start of school. Student records are subject to the guidelines and regulations set forth in the Federal Family Educational Rights and Privacy Act of 1974 and the California School Student Records Act (Chapter 122, Article 50, California Revised Statutes 1975).

All parents, guardians, or an individual acting as a parent of a student in the absence of a parent, have the right to inspect and review educational records maintained by the school within seven days after the request has been made. Student records are kept in the school that the pupil attends. The right to inspect and review includes the right to a response from the school to reasonable requests for explanations and interpretations of the records, and the right to obtain copies of the records at a reasonable charge. We will make every effort to comply with parental requests as quickly as possible.

No person may condition the granting or withholding of any right, privilege, or benefit, or make as a condition of employment, credit, or insurance, the securing by any individual of any information from a student's temporary record which such individual may obtain by the exercise of any right secured by California law. Individuals have the right to contact the U.S. Department of Education to report alleged failures by any school to comply with student records laws.

### **Make Up Work**

Parents may and are encouraged to get make-up work for a child who is absent due to illness or injury. Parents are asked to call the school before 10:00 a.m. on the day the make-up work is to be picked up.

### **Science Laboratory Instruction**

Students involved in science laboratory experiences shall be protected from contamination from body fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving body fluids will be conducted by way of teacher demonstration rather than by student participation.

### **Library/Textbooks**

TEACH Academy of Technologies focuses on literacy. Excellent reading materials will be provided for students at school. Continuous efforts will be made to teach and model proper use and care of all school books, materials, equipment, and supplies. Students and parents will be held financially responsible for any willful or unnecessary damage to or loss of books, materials, equipment, and supplies belonging to TEACH Academy of Technologies.

If a student should damage or lose a textbook, digital equipment, or classroom supplies, he/she will need to pay the cost of the repairs or replacement. Parent and student will meet with the Principal to go over the damage/lose as well as the repayment or replacement of the materials.

### **Student Supports and Protections**

#### ***Section 504 Plan***

Section 504 of the Rehabilitation Act of 1973, states that no otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

- Compliance monitored by the Office of Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability.

Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. If you would like to know more about 504 Plans or other types of assistance available to your student, please contact your Principal.

Special Education Determination for eligibility for special education and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures for referral of students with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such as the Student Study Team (SST). A student shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized.

#### **Student Study Team (SST)**

The Student Study Team is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them. The SST meets to determine what assistance is

needed for students who have learning difficulties or who have repeated behavior problems. The team consists of the principal, teacher, parent and others associated with the student's area of need.

### **Integrating Physical Activity into the Classroom Setting**

For students to receive the nationally-recommended amount of daily physical activity (*i.e.*, at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons; and
- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

### **Daily Physical Education (P.E.) 5-10**

All students will receive weekly physical education for the entire school year. All physical education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity (*e.g.*, interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity. A minimum of 200 minutes for every 10 school days for grades 5 and 6 and 400 minutes for every 10 school days for students in grades 7 and 8.

We administer the physical fitness test designated by the State Board of Education to students in grades 5 and 7.

### **Physical Activity and Punishment**

Teachers and other school and community personnel will not use physical activity (*e.g.*, running laps, pushups) or withhold opportunities for physical activity (*e.g.*, recess, physical education) as punishment

## **III. Student Health, Safety and Wellbeing**

### **Health and Safety**

#### **Emergency Numbers**

For the safety of every child, it is very important that parents complete the Emergency Card providing the school with an emergency telephone number so that someone may be notified in case of an emergency. This card should be signed and dated. The card will be maintained on file to use in the event of an emergency.

If no telephone is in the home, a telephone number of a relative or family friend must be provided. Any change in address, telephone number, parent's work, physician, or name of the person or persons authorized to pick the child up if the parent is ill or injured should be reported to the office immediately.

#### **Accidents**

Although TEACH Academy of Technologies makes every reasonable effort to prevent student accidents and injuries, accidents occur. The Principal or designee shall develop procedures to ensure that first aid and/or medical attention is provided as quickly as possible and that parents/guardians are notified of accidents. Universal precautions shall be observed whenever it is possible that students, employees or others may have contact with blood or body fluids as a result of the accident. TEACH Academy of Technologies staff shall appropriately report and document student accidents.

## Health Services

TEACH Academy of Technologies is regulated by the State Department of Health Services. All facility inspection reports are available upon request. The health and safety of each student is the foremost responsibility of the school. Health services will be made available to any student needing it. If a student becomes ill at school, and needs assistance, he/she should inform the teacher to receive a referral to go to the office. All injuries must be reported to the teacher. If injuries occur after school they must be reported to the After School Director, after school aide or to the Principal.

It is necessary for current emergency information be on file at all times. Parents must up-date emergency information on a regular basis.

## Immunizations

TEACH Academy of Technologies will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. TEACH Academy of Technologies requires written verification from a doctor or immunization clinic of the following immunizations:

- Diphtheria.
- Measles.
- Mumps, except for children who have reached the age of seven years.
- Pertussis (whooping cough), except for children who have reached the age of seven years. •
- Poliomyelitis.
- Rubella.
- Tetanus.
- Hepatitis B.
- Varicella (chickenpox), (persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).

## Physical Examinations

All pupils are to have completed a health screening examination on or before the day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Section 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten.

Failure to obtain an examination for your child or a waiver will result in your child being denied enrollment.

If your child's medical status changes, please provide the office with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

## Communicable, Contagious, or Infectious Disease Prevention Policy

TEACH Academy of Technologies recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease. All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.



Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See "Immunizations I Physical Exams" Policy) Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

### **Injuries and Accidents**

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. (See "Blood borne Pathogen Exposure Control Program" Policy)

### **Illness**

If a child is ill he or she **MUST NOT BE SENT TO SCHOOL**. Students who contract a contagious disease such as pink eye, chicken pox, ringworm, impetigo, head lice or other such conditions **SHALL NOT ATTEND SCHOOL**. The child must remain at home until he or she is no longer contagious and declared healthy by a health professional. A doctor's note is required for the student to return to school.

### **Medication at School**

Students are not permitted to carry medication (including inhalers for asthma). If a doctor's note is on file, the Office Manager will be permitted to dispense the medication to the student.

The Office Manager and the student's teacher must be informed of any prescription medication that a student is required to take at school. To dispense prescription medication to students, the school must receive a written order from the student's doctor and a permission slip from the student's parent. These notifications must remain on file at the school for duration of time that the student is required to take the medication. All medication should be brought to the office manager by the parent/guardian in its original prescription container, labeled with the student's name, the name of the medication, the date of expiration, and the proper dosage. If medication needs to be administered to the child when the Office manager is not present, a trained staff member will administer the medication.

### **Administration of Medications**

TEACH Academy of Technologies staff is responsible for the administration of medication to students attending school during regular school hours. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician or surgeon, may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if the TEACH Academy of Technologies receives the appropriate written statements

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, TEACH Academy of Technologies shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, along with a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing TEACH Academy of Technologies and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

In order for a pupil to be assisted by designated school personnel, TEACH Academy of Technologies shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that TEACH Academy of Technologies assist the pupil in the matters set forth in the statement of the physician.

**Guidelines:**

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered only during school hours if determined by a physician to be necessary. Designated staff shall keep records of medication administered at the school.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to summer holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.

**Medication Policy**

The following procedures will be in effect for the monitoring and use of medication at school:

- Medication will only be allowed at school when failure to take medication could jeopardize the health and/or educational abilities of the student.
- Medication is restricted to students with long-term chronic illnesses or disabilities including, but not limited to, diabetes, attention disorders, asthma, seizure activity, epilepsy, cystic fibrosis, cardiac, neurological, and endocrine disorders. Any other medications should be given by parents/guardians before and/or after school hours.
- No medicines may be administered at school unless directed by a doctor.
- The student must have a medical form completed by the attending physician and his/her parents or guardian on file with the school office.
- All medicine must be in a labeled prescription container and must be kept in the designated place in each building. All asthma inhalers should be kept in the office (labeled) unless a note from a doctor states the inhaler should be kept on the person
- Instructions for dispensing, as well as a date, must be on the container
- Students are expected to take their medication during passing times or lunch times.
- Students are to remember the conditions under which they are to request their medicine. • Teachers or other personnel are not required to administer the medicine. They may, however, supervise the student taking the medicine.

**Guidelines to Help Promote a Healthy Environment**

Children are most vulnerable to contracting diseases while in school because of the close contact they maintain. While we cannot prevent this from occurring, with your help we can implement some simple guidelines to help promote a healthy environment.

1. Teach your child the importance of correct hand washing as a means of preventing the spread of germs. 2. Proper disposal of tissues and covering one's mouth when coughing also prevents germs from circulating. 3. If your child is coughing excessively, keep him or her home to prevent exposure to other children. 4. A child should be fever free for 24 hours before returning to school. Temperature may indicate the onset of an illness. 5. A child should remain home if he or she has vomited or experienced diarrhea within a 24-hour period. 6. Communication is essential to maintaining a healthy environment. Please report any contagious diseases your child has been diagnosed to have (e.g., strep throat, chicken pox, pink eye, etc.). The more we know, the better prepared we are to keep your child on the road to good health. When necessary, notices containing information regarding health matters will be sent home

## First Aid, CPR, and Health Screening

TEACH Academy of Technologies recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, TEACH Academy of Technologies expects parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Within the TEACH Academy of Technologies facilities, a First Aid Kit containing appropriate supplies will be present. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

All teachers are to be certified in adult and pediatric CPR and First Aid and be re-certified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all support staff and volunteers.

## Resuscitation Orders

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Principal, or designee, shall ensure that all parents/guardians are informed of this policy.

## Head Lice

To prevent the spread of head lice infestations, TEACH Academy of Technologies employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Principal, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in any learning center, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance. Excluded students may return to school when reexamined by the nurse, or designee, shows that all nits and lice have been removed.

## Fire and Earthquake Drills

Fire and earthquake drills will be conducted throughout the year. Students are expected to follow teacher instructions.

## Wellness Policy

**Due to children's need to access healthy foods and opportunities to be physically active in order to grow, learn, and thrive; TEACH Schools are committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of TEACH SFA that:**

- The schools will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing TEACH SFA school-wide nutrition and physical activity policies.
- All students will have opportunities, support, and encouragement to be physically active on a regular basis.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious,

ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

## Breakfast

To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- Schools will, to the extent possible, operate the School Breakfast Program.
- Schools will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, "grab-and-go" breakfast, or breakfast during morning break or recess.
- Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.
- Schools will encourage parents to provide a healthy breakfast for their children.

## Free and Reduced-priced Meals

- Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals<sup>5</sup>.

## Meal Times and Scheduling

Schools:

- will provide students with enough time to consume their meal after it has been served. • should schedule meal periods at appropriate times, *e.g.*, lunch should be scheduled between 11 a.m. and 1 p.m.; • should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will encourage students to wash or hand sanitize hands before they eat meals or snacks; and • should take reasonable steps to encourage the tooth-brushing regimens of students with special oral health needs (*e.g.*, orthodontia or high tooth decay risk).

## Snacks

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The TEACH SFA will disseminate the guidelines for compliant snacks.

- If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

## Snacks

Students may bring nutritious snacks (fresh fruit, granola bars, cheese, peanut butter and crackers) for break time only.

## Rewards

Schools are encouraged not to use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior,<sup>10</sup> and will not withhold food or beverages (including food served through school meals) as a punishment.

## Celebrations

Schools should limit celebrations that involve food during the school day to no more than one party per class per month. It is encouraged that each party include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above).

## Food Marketing in Schools

School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above).<sup>11</sup> School-based marketing of brands promoting predominantly low nutrition foods and beverages<sup>12</sup> is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: sales of healthy food for fundraisers.

## Staff Wellness

TEACH SFA highly values the health and well-being of every staff member and will encourage that support personal efforts by staff to maintain a healthy lifestyle.

Physical Education and Physical Activity Opportunities

## Qualifications of School Food Service Staff

Qualified nutrition professionals will administer the school meal programs. As part of TEACH SFA it is our responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.<sup>6</sup>

## School-Sponsored Events

**(such as, but not limited to, athletic events, dances, or performances)**

It is encouraged that foods and beverages offered or sold at school-sponsored events outside the school day meet the nutrition standards for meals or for foods and beverages sold individually (above).

## Nutrition Education and Promotion

TEACH SFA aims to teach, encourage, and support healthy eating by students. It's encouraged that schools provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise); • links with school meal programs, other school foods, and nutrition-related

- community services; • teaches media literacy with an emphasis on food marketing; and
- includes training for teachers and other staff.

### **Safe Routes to School**

TEACH SFA will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk, skate and bike to school. When appropriate, TEACH SFA will work together with local public works, public safety, and/or police departments in those efforts. TEACH SFA will explore the availability of federal "safe routes to school" funds, administered by the state department of transportation, to finance such improvements. TEACH SFA will encourage students to use public transportation when available and appropriate for travel to school, and will work with the local transit agency to provide transit passes for students.

## **IV. Student Conduct**

### **Student Conduct**

#### **Student Bullying, Harassment, or Intimidation**

A person is bullied when he/she is exposed to intentional negative actions on the part of one or more students, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected. Bullying often occurs repeatedly and over time.

A person is harassed when he/she perceives or actually experiences discomfort with identity issues in regard to race, color, national origin, gender, disability, sexual orientation, religion, or other identifying characteristics, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected.

A person is intimidated when he/she is subjected to intentional action that seriously threatens and induces a sense of fear and/or inferiority, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected. Bullying, harassment, or intimidation is strictly prohibited by federal law and will not be tolerated in TEACH Public Schools.

Students who engage in behaviors that constitute bullying, harassment, or intimidation will be disciplined according to the procedures set by California Ed Code.

Students who believe that they are victims of harassment should report any such incidences promptly and may employ the Title IX grievance procedure. Students may report bullying, harassment, or intimidation without fear of harmful consequences. Students, parents/guardians, close adult relatives, and/or teachers may complete a form.

**Bullying, Harassment, or Intimidation Reporting Form** This form may be obtained from the uniform complaint coordinator.

#### **Telephone and Cell Phones**

If a student needs to place a call, he/she may do so with the permission of an adult in the office. If it is necessary for a parent/guardian to call, the message will be relayed to the student as soon as possible. No student will be called out of class to talk on the phone, except in cases of a life or death emergency. All students carrying cellular phones to school will be responsible for turning off their cell phone before the start of the school day. Please be aware that students will not be excused for any tardiness due to this policy. Phones can then be turned back on at the conclusion of the school day. The use of cellular phones is not permitted on campus during the school day. Any student using a cellular phone during the school day, without permission from school personnel, will have the phone confiscated. The telephone will be released upon review of cell phone use policy with parent or guardian.

## Student Code of Internet Conduct

The Internet is an exciting and powerful tool for students to research for both academic assignments as well as their own personal interests. As part of our curriculum, pupils have controlled access to the Internet and learn how to use libraries, databases and informational sources on a wide variety of topics. We recognize that some inappropriate material on the Internet may be accessed intentionally or by accident. To guard against this we will use a filtered service from a reliable software provider which regularly monitors web sites.

We will teach students the importance of responsible use of the web and e-mail as well as providing basic rules to maintain the privacy of students. At all times, pupils must agree to follow the Student Code of Internet Conduct summarized below.

1. Access to the Internet at TEACH is for educational purposes.
2. Students will not use the internet system here at TEACH to access material in violation of the following standards:
  - Prohibited Material: any material that appeals to a prurient interest and material that promotes or advocates illegal activities.
  - Restricted Material: sites that contain personal advertisements or facilitate making online connections with other people are restricted unless the school has approved such sites.
  - Limited Access Material: material that is generally considered to be non-educational or entertainment.
3. Students will not disclose your full name or any other personal contact information for any purpose. 4. Students will not disclose names, personal contact information, or any other private or personal information about other students under any circumstances.
5. Students will promptly disclose to their teachers or other school staff any message they receive that is inappropriate or makes them feel uncomfortable. Students should not delete such messages until instructed to do so by a staff member.

## Our Dress Code

It is the goal of TEACH Academy of Technologies to prepare our students in all aspects of readiness to navigate and function successfully in the academic and the professional world. TEACH Academy of Technologies adheres to a strict student dress code. Students at TEACH Academy of Technologies are required to wear the school uniform every school day. This policy also supports the student's ability to focus their attention away from fashion, style, and swag onto academics and those aspects of their personalities that are truly important. Cleanliness and good grooming are encouraged at all times. It is the goal of TEACH Academy of Technologies that our students look, act, and perform differently than those students at neighboring schools. The uniform is worn as an affirmation that the student accepts TEACH values, adheres to rules, and demands more of themselves than average. Parents must make choices to enforce student adherence to the school uniform policy. The school uniform policy does not change due to inclement weather, laundry issues, or personal choice.

### Tops

The school uniform shirt may be picked up with the school voucher free of charge. Additional uniform shirts may be purchased too. Every student is required to wear the required school uniform everyday.

Girls and Boys grades 5-8 must appropriate grade level polo shirt with the school logo. All clothing must be clean and all uniform shirts are strongly suggested to be tucked in for the entire instructional day to maintain a neat appearance. Students who opt to wear items of clothing under the required TEACH polo shirt may not wear items that have hoods on them. Students who choose to wear visible shirts under their polo shirts may only wear all black, with no visible logos or patterns.

### Bottoms

Students must wear **plain** black uniform pants that are loose fitting. (No jeans, denim, sweats, leggings, yoga pants, flared pants, logos, gems, or visible patterns. ) Absolutely no "sagging". Every student will wear their pants in a business casual manner. If a student's underwear is visible, the student will be required to wear a belt and tuck in their shirt for the remainder of the school year. Otherwise, belts and tucked shirts are strongly encouraged.

**Jacket, Sweaters, and Coats**

Jackets, sweaters, coats or other articles of clothing with hoods on them may not be worn on campus at any time. In other words, students may wear hooded items to school but must remove them at the school entrance and keep them off the entire time until they leave the school. Students may not wear hooded items with the hood tucked into the shirt.

Sweatshirts with the TEACH logo are available for purchase. In addition to these sweatshirts, students may wear a plain jacket, sweater, or coat that is all black with no visible logos or patterns. The TEACH sweatshirt is strongly suggested and preferred over a jacket, sweater, or coat.

**Shoes**

Plain black sneakers are strongly preferred. Students must wear CLOSED-TOE, RUBBER-SOLED SNEAKERS that are any combination of black, white, brown, or gray. Absolutely no other colors are allowed including accent colors on the shoe, heel, sole, tongue, or any other visible part of the shoe. No sandals, crocks, or slides will be permitted.

**Hair**

Students must keep their hair neat, clean and well groomed. Hair nets, wraps, scarves, do-rags, bonnets, hats, and/or other head coverings are not allowed as they do not fall under the expectation that the hair is neat, clean and well-groomed. Exceptions will not be made for students wishing to cover their hair because of a bad hair day. All head coverings are unacceptable at TEACH, including head/hair accessories, hats, bandanas, and beanies, etc.

**Accessories**

Any attire that may be a distraction will be confiscated. Distracting attire includes but is not limited to accessories such as extra clothing pieces, and excessive and/or large pieces of jewelry. Students may only wear a pair of earrings no larger than a quarter. All neckwear / jewelry must be tucked into the student's uniform shirt. However, we urge parents to consider keeping all jewelry at home for student safety.

**Violation Policy**

Any student in violation of the TEACH Academy of Technologies uniform policy will be informed of the violation and required to immediately correct it. Students who refuse to remove the item that violates the school uniform policy will have a parent contacted and a conference will be held.

Students who receive more than one verbal correction regarding the uniform policy, and chronic violators, will have the item of clothing that violates school uniform policy removed, confiscated and held in the office for the school day. These items may be reclaimed after school. Items confiscated more than 1 time will be returned to the parent.

**PARENT NOTICE**

TEACH Academy of Technologies is a charter school of choice. Each parent of each child at TEACH has chosen TEACH over other schools. Regardless of the reason for this choice, TEACH Academy has been operating for over 11 years with the same rules for all students. By enrolling your student at TEACH Academy, you have voluntarily chosen to enroll your child at a school with a strict uniform policy. Please do not empower your student to break rules by wearing items that violate the policy by which you agreed to abide by. Our collective goal is to get your child to and through college and we have designed the best course for them to get there safely and without distraction.

**Personal Belongings, Money, and Other Valuable Property**

The school is not responsible for items that are lost or stolen. Items having a value for one individual usually have an appeal for others. Therefore, all items of value must be kept at home including money. The School assumes no responsibility for the loss of theft of property.



**Candy & Toys**

Students may not bring candy, toys, or other non-school related items to school unless approved by the teacher. The student assumes responsibility for any items brought from home. Toy weapons are strictly prohibited, and no headphones, radios, games, virtual pets, Game Boys, etc., are allowed and will be confiscated and only returned to a parent.

**Lost & Found**

Students may lose items of clothing from time to time. Every article that could possibly be lost should be plainly marked with the child's name on it. It is important every student makes an effort to keep or recover all of his/her belongings. Articles lost and not claimed are given to a charitable organization at the end of each semester.

**Pets & Toys**

Pets may not be brought to school unless a teacher has made a special request. Toys, trading cards, etc. are not to be brought to school. They get lost or taken and become a distraction to learning. All toys, including toy guns, squirt guns, toy knives and toy cell phones are prohibited.

**Vandalism, Theft, and Graffiti**

The school considers vandalism a very serious matter. Vandalism includes the negligent, willful, or unlawful damaging and/or theft of any charter school/district-owned real or personal property, including the writing of graffiti.

Any student who commits an act of vandalism shall be subject to disciplinary action by the Charter School and also may be prosecuted through other legal means. If reparation of damages is not made, the school also may withhold the student's grades, diploma and/or transcripts in accordance with law.

**Weapons and Dangerous Instruments**

In order to maintain order and discipline in TEACH Academy of Technologies and to protect the safety of students, staff and the public, any school employee is authorized to confiscate a weapon, dangerous instrument or imitation firearm from any person on school grounds.

Students possessing or threatening others with a weapon, dangerous instrument or imitation firearm are subject to suspension and/or expulsion in accordance with charter school policy and the law, Board policy and administrative regulations. The principal or designee shall notify law enforcement authorities when any student possesses a weapon or commits any act of assault with a firearm or other weapon.

**Reporting of Injurious Objects**

TEACH Academy of Technologies encourages students to promptly report the presence of weapons, injurious objects or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Principal or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's

anonymity. Incident reports and records shall not identify the student who reported the possession. The strategy shall also include means of informing staff, students and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

**Discipline**

TEACH Academy of Technologies believes that learning best occurs in an environment that consistently incorporates Character Education, and Discipline into a sound academic program. We believe that discipline and learning are directly related. Given the proper environment, we believe that children exhibit their best learning in appropriate ways. In a joint

effort of parents and school, students of TEACH Academy of Technologies are taught and expected to follow the discipline guides as set forth by the School 's Board of Directors:

#### Responsibility

- Do what you are supposed to do; when you are supposed to do it
- Persevere: keep on trying!
- Be on task
- Always do your best
- Think before you act-consider the consequences
- Be accountable for your choices
- Follow directions
- Respect the rights and belongings of others

#### Appropriateness

- Good decision-making
- Positive Communication Skills
- Self-esteem
- Courtesy
- Self Control

#### Individual Effort

- Hard Work
- Cooperation
- Collaboration
- Kindness
- Fairness
- Aspiration
- Integrity
- Dignity
- Positive Response to Community

#### Personal Attributes

- Appearance
- Punctuality
- Cordiality
- Responsiveness

TEACH Academy of Technologies believes that all children can learn when taught well. We recognize that the ultimate objective of education is to enable students to become successful, self-directed learners. This goal is best achieved in a culture of acceptance, high expectation, encouragement, support, and positive motivation. Teachers have a responsibility to maintain a positive learning environment. Discipline is a process by which students are helped to develop an understanding of, and an appreciation for appropriate behavior toward a sound learning experience. The process includes positive behavioral interventions. Any student who interferes with their right or the right of others to learn is engaging in inappropriate behavior. Inappropriate behavior is subject to disciplinary consequences. Students engaging in inappropriate behavior, or students who have conflict with another, is subject to disciplinary consequences. Our students are taught and encouraged to manage and resolve conflict on their own through positive communication skills. If after doing so, students feel that the problem is not resolved, the conflict should be reported to the teacher.

General disciplinary problems may result in disciplinary action by teachers and/or by the Principal. The Principal has primary responsibility for defining the school's culture to ensure that student discipline is implemented in a fair,

effective manner. Teachers handle discipline. Instructional aides and staff may assist with discipline. Instructional aides and school staff members will make every effort, individually, collectively, and cooperatively to help each student gain acceptable self-discipline standards. Students with repeated behavior problems are referred to the Student Success Team. This team includes the student, parent, teacher, principal and counselor. An action plan is developed to help the student develop constructive behavior patterns.

## **Restorative Justice**

At TEACH, we believe in working with students in order for them to repair any harm that they may have caused to others through words or actions. Restorative Justice is a process for all stakeholders. It requires that those impacted by the student's behavior are part of the process that identifies the behavior, addresses the behavior and informs the steps necessary to repair the harm done by the behavior. All stakeholders accomplish this through a cooperative process, which can lead to a transformation of people, relationships, and communities.

Restorative Discipline is developed to accomplish the following:

- Identify the behavior.
  - Help a student recognize how his/her behavior effects self and others
  - Provides student with guidance that he/she can do things differently.
  - Help a student understand what is beyond his or her control.
  - Help a student learn to deal with things he/she cannot change in a more productive manner. •
- Help the student participate in an action plan to address his/her behavior

The following outlines progressive steps for non-functional behavior:

1. Conversation with student
2. Parent/Guardian Contact
3. Involvement of grade level counselor
4. Placement on a Behaviour Monitoring Contract
5. Referral for an SST
6. Possible assessment for supportive services as identified through evidence, parent/student/teacher input (IEP, outside counseling services)
7. Independent Study
8. Alternative Education
9. Expulsion

## **V. Parents**

### **Parents**

#### **Parent Involvement**

A key piece of the school culture to support achievement for all students is a process of continuous communication and collaboration with families. As the student moves through the school year, his/her progress toward individual goals is carefully tracked and shared monthly with families through the means of a Personalized Learning Plan.

Therefore, parental Involvement at TEACH Academy of Technologies is required. Our Parents are encouraged to participate individually and as a group for the benefit of the school.

#### **Parent Participation**

- Enhances the quality of education children receive
- Provides for greater integration of the educational program
- Promotes better understanding between parent and teacher, between parent and child; between home and school; and between school and the community.

- Parental involvement plays an important role in the life of the school and in the resolution of classroom behavior issues.

### Required Parental Attendance

The Board of Directors of TEACH Academy of Technologies believes that parental involvement plays an important role in the life of the school and in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid school authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian shall also meet with the school Principal or designee.

The Board of Directors encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher may also inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student.

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The Principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

### Parent's Right to Know

Right to know about your child's teacher and Paraprofessional

As a parent you have the right to know the qualifications of your child's teacher and/or paraprofessional. You may obtain information from the California Department of Education by computer at [www.cde.gov](http://www.cde.gov). You may also send an information request to the, Freedom of Information Act Office at the SED or the District can provide you with information regarding:

- Whether the teacher is certified in the area in which they are teaching,
  - Whether the teacher is teaching under emergency or other provisional status
  - Whether the State Qualification or certification requirements have been waived, the bachelor degree and major of the teacher, graduate certification of the teacher, the field of discipline of the certification or degree •
- And whether the child is provided services of a paraprofessional and if so their qualifications

### Visitor Identification

Visitors are always welcome at the TEACH Academy of Technologies, especially parents of our students. To help ensure a safe and secure learning environment for all students, all visitors to TEACH Academy of Technologies are required to sign-in at the main office and to wear a visitor's pass. Faculty and staff are instructed to escort anyone not having a pass to the office immediately for identification.

### Parking

Please note the parking signs. Double parking is illegal, unsafe and prohibited. The parking lot across the street is for teachers and staff, please refrain from parking in the lot.

## Conditions for Classroom and School Visitation and Removal Policy

While TEACH Academy of Technologies encourages parents/guardians and interested members of the community to visit TEACH Academy of Technologies and view the educational program, TEACH Academy of Technologies also endeavors to create a safe environment for students and staff.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the school has established the following procedures, pursuant to California Penal Code Sections 627, ET. seq., to facilitate visits during regular school days:

1. Visits during school hours should first be arranged with the teacher, Principal, or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non- instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher, Principal, or designee.
2. All visitors shall register with the front office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide his/her name, his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the office will provide a visitor with a Visitor's pass to wear as they are being accompanied through the school and any classrooms.
3. The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or actions would disrupt the school, its students, its teachers, or its other employees; and/or would result in damage to property; would result in the distribution or use of unlawful or controlled substances.
4. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
5. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
6. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Executive Director or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Executive Director or the Board President within five days after the denial or revocation. The Executive Director or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Executive Director shall be held within seven days after the Executive Director receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the President receives the request.
7. The Principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.
8. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's permission.

## Conditions for Classroom and School Visitation and Removal Policy Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.

2. Further conduct of this nature by the visitor may lead to the school's pursuit of a restraining order against such visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of three (3) years.

### **Volunteers**

Volunteers must come to the office and sign in and sign out when volunteering. A volunteer badge must be worn while on campus. Additionally, all volunteers are strongly required to take a TB test and have the results on file with the Office.

### **Releasing Students**

If a student becomes too ill to remain in school, a staff member will contact the parents by telephone. The parent is required to pick the child up or arrange for the child to be picked up by an authorized person. Parents must have the name and contact telephone number of an authorized person on the emergency card.

### ***TEACHERS ARE NOT PERMITTED TO RELEASE CHILDREN WITHOUT OFFICE APPROVAL.***

Parents or guardians who wish to take students home before regular dismissal time must come to the school's office for an official release from class. If a student has a specific medical condition, health problem or security need, this information must be reported in writing at the time of enrollment or as soon as it is known, so that appropriate accommodations can be made for the student.

### **Parent/Teacher Conference**

Parents may be required to accompany their child through a school day to monitor and observe his or her behavior. Parents may be required to confer with school staff to concentrate efforts to assist a chronically misbehaving student.

### **Picking Up Students from School**

If you will be picking your student up before the end of the school day, please send a note to the office, as well as the classroom teachers. If someone other than a parent or guardian is to pick up your child, a signed note is REQUIRED and the adult MUST be named in the Emergency Card.

### **After-School Pick-Up of Students**

Please note the parking signs. Double parking is illegal, unsafe and prohibited. The parking lot across the street is for teachers and staff, please refrain from parking in the lot. Students will be dismissed from the front entrance of the school, you may find a parking spot and collect your child.

## **VI. Operations**

### **School-Sponsored Events**

**(such as, but not limited to, athletic events, dances, or performances)**

It is encouraged that foods and beverages offered or sold at school-sponsored events outside the school day meet the nutrition standards for meals or for foods and beverages sold individually (above).

### **Communications with Parents**

TEACH Academy will support parents' efforts to provide a healthy diet and daily physical activity for their children. The School will send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of

school menus when available. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages.

TEACH Academy will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school.

### **Food Marketing in Schools**

School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above).<sup>11</sup> School-based marketing of brands promoting predominantly low nutrition foods and beverages<sup>12</sup> is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: sales of healthy food for fundraisers.

### **Staff Wellness**

TEACH Academy highly values the health and well-being of every staff member and will encourage that support personal efforts by staff to maintain a healthy lifestyle.

### **Monitoring**

The Wellness Committee will ensure compliance with established TEACH Academy school-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to TEACH Academy Wellness Committee.

School food service staff, at the school level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the Wellness Committee (or if done at the school level, to the school principal). In addition, TEACH Academy will report on the most recent USDA Administrative Review findings and any resulting changes.

The Wellness Committee will develop a summary report periodically on TEACH Academy school-wide compliance with TEACH Schools established nutrition and physical activity wellness policies, based on input from schools within TEACH Academy. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in TEACH SFA schools.

### **Policy Review**

To help with the initial development of the TEACH Academy wellness policies, each school in the TEACH Academy will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies.<sup>13</sup> The results of those school-by-school assessments will be compiled by the Wellness Committee level to identify and prioritize needs. Assessments will be repeated periodically to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, TEACH SFA will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. TEACH SFA, and individual schools within TEACH SFA, will, as necessary, suggest revisions to the wellness policies and develop work plans to facilitate their implementation.

## VII. Complaints and Forms

### Uniform Complaint Policy and Procedures

#### Scope

The policy of the Board of Directors of TEACH Public Schools (“TEACH”) is to comply with applicable federal and state laws and regulations. TEACH is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints: (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any TEACH program or activity; and

(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: After School Education and Safety Programs, Consolidated Categorical Aid Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Every Student Succeeds Act, Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Special Education Programs, Bilingual Education, Economic Impact Aid, and Tobacco-Use Prevention Education. (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees. A complaint of noncompliance with laws relating to pupil fees may be filed with the Principal or the Compliance Officer.

d. If the TEACH finds merit in a pupil fees complaint TEACH shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by TEACH to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.



e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

(5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If TEACH finds merit in a complaint, or if the Superintendent finds merit in an appeal, TEACH shall provide a remedy to the affected pupil.

TEACH acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. TEACH cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, TEACH will attempt to do so as appropriate. TEACH may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by case basis.

TEACH prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

#### Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure TEACH's compliance with law:

Superintendent  
TEACH Public Schools  
10600 S. Western Avenue  
Los Angeles, CA 90047

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

Should a complaint be filed against the Superintendent, the compliance officer for that case shall be the President of TEACH Board of Directors.

#### Notifications

The Superintendent or designee shall annually provide written notification of TEACH's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in TEACH speak a single primary language other than English.

The Superintendent or designee shall make available copies of TEACH's uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that TEACH is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal TEACH 's decision to the CDE by filing a written appeal within 15 days of receiving TEACH decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

#### Procedures

The following procedures shall be used to address all complaints which allege that TEACH has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

#### ● Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by TEACH.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred. The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, TEACH staff shall assist him/her in the filing of the complaint.

#### ● Step 2: Mediation

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend TEACH's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

### ● Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide TEACH's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

TEACH's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

### ● Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of TEACH's investigation and decision, as described in Step #5 below, within sixty (60) days of TEACH's receipt of the complaint.

### ● Step 5: Final Written Decision

TEACH's decision shall be in writing and sent to the complainant. TEACH's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal TEACH's decision within fifteen (15) days to the CDE and procedures to be

followed for initiating such an appeal.

7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of TEACH's expectations. The report shall not give any further information as to the nature of the disciplinary action.

#### Appeals to the California Department of Education

If dissatisfied with TEACH's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving TEACH's decision. The appeal should be sent to:

California Department of Education  
1430 N Street  
Sacramento, CA 95814  
Telephone: (916) 319-0800

When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of TEACH's decision.

Upon notification by the CDE that the complainant has appealed TEACH's decision, the Superintendent or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by TEACH, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of TEACH's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by TEACH when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which TEACH has not taken action within sixty (60) days of the date the complaint was filed with TEACH.

#### Civil Law Remedies

A complainant may pursue available civil law remedies outside of TEACH's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if TEACH has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR § 4622

**Uniform Complaint Procedure Form**

Last Name: \_\_\_\_\_ First Name/MI: \_\_\_\_\_

Student Name (if applicable): \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

StreetAddress/Apt.# \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

School/Office of Alleged Violation: \_\_\_\_\_

**For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:**

- Special Education  Pupil Fees Aid  Child Nutrition  Foster/Homeless Youth
- Bilingual Education  No Child Left Behind Programs   Tobacco-Use Prevention
- After School Education and Every Student Succeeds Act Prog.  Education  Lactating Pupils
- Safety  Consolidated Categorical Local Control Funding Formula  Economic Impact Aid

**For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:**

- Age Gender Identity Perceived)
- Ancestry  Genetic Information  Based on association with a
- Color  National Origin person or group with one or more
- Disability (Mental or Physical)  Race or Ethnicity of these actual or perceived
- Ethnic Group Identification  Religion characteristics
- Medical Condition  Sex (Actual or Perceived)   Marital Status
- Gender / Gender Expression / Sexual Orientation (Actual or

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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2. Have you discussed your complaint or brought your complaint to any TEACH personnel? If you have, to whom did you take the complaint, and what was the result?

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3. Please provide copies of any written documents that may be relevant or supportive of your complaint. I have attached supporting documents.  Yes  No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mail complaint and any relevant documents to:  
Superintendent  
TEACH Public Schools  
10600 S. Western Avenue  
Los Angeles, CA 90047

## General Complaints

The Board of Directors of TEACH Public Schools (“TEACH”) has adopted this General Complaint Policy to address concerns about TEACH generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the TEACH Anti-Discrimination, Sexual Harassment, Harassment, and Bullying Policy and/or TEACH Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures will be appropriate.

### Internal Complaints

(Complaints by Employees against Employees)

This section of the policy is for use when an TEACH employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Superintendent or designee:

1. The complainant will bring the matter to the attention of the Superintendent as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Superintendent or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Superintendent, the complainant may file his or her complaint in a signed writing to the Chair of the TEACH Board of Directors, who will then confer with the Board of Directors and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board of Directors. The Chair or investigator will report his or her findings to the Board of Directors for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, TEACH values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

### Policy for Complaints Generally

(General Complaints and Complaints by Third Parties against Employees)

This section of the policy is for use when either a complaint does not fall under other complaint procedures or a third party (non-employee) raises a complaint or concern about TEACH generally, or an TEACH employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Superintendent or Chair of the TEACH Board of Directors (only if the complaint concerns the Superintendent) as soon as possible after the events that give rise to the complainant’s concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Superintendent (or designee) shall abide by the following process:

1. The Superintendent or designee shall use his or her best efforts to ascertain the facts relating to the complaint. Where applicable, the Superintendent or designee shall talk with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts.
2. In the event that the Superintendent (or designee) finds that a complaint is valid, the Superintendent (or designee) may take appropriate action to resolve the problem. Where the complaint is against an employee of TEACH, the

Superintendent may take disciplinary action against the employee. As appropriate, the Superintendent (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Superintendent's (or designee's) decision relating to the complaint shall be final unless it is appealed to the TEACH Board of Directors. The decision of the Board of Directors shall be final.

### **General Requirements**

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

3. Resolution: The TEACH Board of Directors (if a complaint is about the Superintendent) or the Superintendent or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.



## General Complaint Form

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I hereby authorize TEACH to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_  
Signature of Complainant Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

To be completed by TEACH:

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

**HARASSMENT COMPLAINT FORM**

*It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.*

*If you are an employee of the School, you may file this form with the Principal or Board President.*

*Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.*

*The School will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.*

*In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide, the more likely it is that the School will be able to address your complain to your satisfaction.*

*Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s):  
\_\_\_\_\_

Name of Person(s) you believe sexually harassed you or someone else:  
\_\_\_\_\_

List any witnesses that were present:  
\_\_\_\_\_

Where did the incident(s) occur?  
\_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional Pages if needed):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant: \_\_\_\_\_

Print Name: \_\_\_\_\_

**To be completed by School:**

Received by Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Parent/Student Signature Page

Our signatures below indicate that we have received, read for understanding, and agree to follow the policies and guidelines found in the Student/Parent Handbook 2024-2025.

\_\_\_\_\_ Student  
Name (please print) Grade Level Date

\_\_\_\_\_ Parent/Guardian Signature  
Date

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



## Student and Parent Handbook 2024-2025

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## I. Preliminary Matters / Introduction

### Board of Directors

The Board of Directors of TEACH Public Schools is a policy-making board which oversees the fundamental aspects of the School. The Board, when fully constituted shall be composed of at least five (5) and no more than nine (9) directors, including parents and community members. Board members shall have expertise in finance, law, non-profit governance, fundraising, school leadership, and academic program development. It shall consist of at least three members with career public school teaching experience, one member with legal background, one member representing the business community, one member representing parents, and one member with governmental experience. The members will have a two-year term. The TEACH Public Schools Principal and the Executive Directors shall be ex officio members of the Board. In accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors of the School. There shall be a non-voting member of LAUSD on the Board of Directors, as appointed by the District.

### Annual Notification and Guidelines

This Student Family Handbook enumerates sections of the Education Code that require annual parent guardian notification. (Education Code 48980[a])

California state law governs the basic operation of public schools, and the legislature regularly passes new laws affecting the quality and availability of education, as well as laws mandating that local school districts undertake new responsibilities.

These laws often require that TEACH adequately inform parents of the opportunities and protection to which they are entitled. TEACH complies with this by providing families with this Annual Notification in the Student Family Handbook at the beginning of each school year and by issuing the same publication to new families as they enter TEACH schools during the year.

The following contains a summary of state law provisions with which all parents and guardians should be familiar. In some cases, the laws have been summarized, and the precise code number has been provided should parents require more detailed information. "Education Code" is the area of state law that affects education most directly.

The Student Family Handbook will be published annually. All registered families of TEACH Public Schools will indicate their willingness to be governed by the Student Family Handbook by signing annually a written statement to that effect. The Administration reserves the right to amend the Handbook at any time for just cause. Parents of TEACH Public Schools students will be notified of the changes, in writing, in a timely manner.

### From the Principal

Dear Families:

Welcome to the 2024-2025 School Year! TEACH Prep Elementary is thrilled to kick off another school year where we provide a nurturing and safe environment for our students to grow academically as well as social-emotionally! TEACH Prep family is strong in our team work. We strive to provide the best education for our students to become critical and independent thinkers as well as great communicators. Our teachers are excited and ready for another great year of learning to take place in the classroom utilizing a variety of methods for student engagement. Once again we are



dedicated in our commitment to partner with our parents/guardians to stay connected with information and resources to support our students and family. Thank you for your continued support of TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School and our mission to create a high quality, innovative teaching and learning environment that focuses on literacy as we integrate state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students. It is evident to us that the support from our families is one of the things that makes our school successful. We ask that you continue to support our scholars at family events and student presentations.

We are also looking for more parents to become involved in the TEACH community and making our meetings more productive and centered around our students' academic success. Every effort is being made to continue to achieve our goals:

1. Challenging students by moving away from traditional teaching applications in order to attain academic proficiency at grade level and above.
2. Allowing each student the freedom to learn by exploring cutting edge technologies and concepts
3. Enabling students to become creative, self-motivated, competent college-bound students, and lifelong learners that live responsibly as informed, and productive members of a complex social, economic, and global society

Please feel free to contact the school at any time to find out how you can get involved and provide feedback. I sincerely appreciate you entrusting us with your scholars and want to assure you that we will continue to make TEACH Prep, a haven for students to thrive and grow.

Sincerely,

Sharon Rhee  
Principal  
srhee@teachps.org

### **Our Vision**

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School seeks to establish a state-of-the art community school in South Los Angeles that will equip students with skills and habits of mind needed to compete in the 21st century. TEACH Prep will reach students of all backgrounds by teaching the entire child which includes the social, physical, emotional, and intellectual needs of the student. Upon graduation, the knowledge and the experiences acquired at this school will be effectively applied to their daily life.

### **Our Mission**

The mission of TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School is to create a high quality, innovative teaching and learning environment that focuses on literacy; integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students.

### **Our Goals**

- Challenging students by moving away from traditional teaching applications in order to attain academic proficiency at grade level and above.
- Allowing each student, the freedom to learn by exploring cutting edge technologies and concepts
- Enabling students to become creative, self-motivated, competent college bound students, and lifelong learners that live responsibly as informed, and productive members of a complex social, economic, and global society

**Anti-Discrimination Statement**

TEACH Preparatory Elementary School will have a zero-tolerance policy against discrimination on the basis of ethnicity, national origin, gender, sex, religion, race or disability. This applies to students, employees, and prospective employees.

### **Equal Educational Opportunities- Gender Equity**

No student shall, on the basis of his or her identified gender, be denied equal access to programs, activities, services or benefits, or be limited in the exercise of any right, privilege, advantage or opportunity. The Executive Director shall appoint a uniform complaint coordinator for nondiscrimination for the school. Students and parents shall be notified annually of their right to initiate a grievance or complaint of illegal discrimination and of the coordinator to whom such complaints shall be directed.

Within seven (7) calendar days of receiving a grievance or complaint of illegal discrimination, the coordinator shall send a copy of the school's written grievance procedure to the complainant. The coordinator shall investigate the nature and validity of the grievance with those responsible for the program or activity cited by the complainant. The coordinator may seek advice from related state agencies or legal counsel. Within sixty (60) days of receiving the grievance, the coordinator shall render a written decision, including the steps to be taken for further appeal of that decision.

### **Pupil Rights Act (20 U.S.C. 123H)**

Parents have the right to inspect all instructional materials, including teachers' instructional manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation of their child. Parents have:

1. The right to inspect a survey created by a third party before it is administered and distributed to their student;
2. The right to contact the principal and request the viewing of that survey;
3. The right to know the Argenta-Oreana CUSD #1 will make arrangements to protect the privacy of their student with regard to surveys that request personal information;
4. The right to inspect any instructional material used as part of their child's educational curriculum;
5. The right to be informed of any physical examinations or screenings that the district may administer to their student (screenings for head lice will occur periodically-as needed);
6. The right to contact the Principal to have their student opt-out of the survey.

## **Parent's Right to Know**

Right to know about your child's teacher and Paraprofessional

As a parent you have the right to know the qualifications of your child's teacher and/or paraprofessional. You may obtain information from California Department of Education by computer at [www.cde.gov](http://www.cde.gov). You may also send an information request to the, Freedom of Information Act Office at the SED or the District can provide you with information regarding:

- Whether the teacher is certified in the area in which they are teaching,
- Whether the teacher is teaching under emergency or other provisional status
- Whether the State Qualification or certification requirements have been waived, the bachelor degree and major of the teacher, graduate certification of the teacher, the field of discipline of the certification or degree
- And whether the child is provided services of a paraprofessional and if so their qualifications

## II. Academic Program

### Academic Program

Our academic program offers a fully inclusive curriculum that puts all students on track for academic proficiency and eventual college success. The school's curriculum framework is developed for {TK-4} grades with the explicit purpose of helping all students reach grade-level proficiency and beyond by the end of {TK-4} grade. The school model pulls together curricular and instructional practices proven most effective with a strong emphasis on low achieving students who are struggling academically in the traditional school setting. All teaching and learning is directed toward student mastery of the California State Standards as well as key college-prep skills, learning strategies, and work habits crucial for long-term academic success.

Our students will move through an age-appropriate curriculum for English-Language Arts, Mathematics, History- Social Studies, Science, and Visual/Performing Arts at each grade level.

## **Student Recruitment**

Students are considered for admission without regard to ethnicity, national origin, gender, disability or sexual orientation. With the exception of proof of immunizations (or acceptable legal alternative), an enrollment application, and birth certificate, no requirements for admission exist. There will be no test or interview as a condition to enrollment in TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School. No Tuition will be charged. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School is nonsectarian.



## **Application Process**

The application process is as follows:

1. Parent attendance at a school orientation meeting
2. Completion of the student enrollment forms
3. Parent signature of School Contract
4. Proof of Immunizations
5. Home Language Survey
6. Completion of Emergency Medical Information Form

**Applications of Admission**

Applications will be accepted during a publicly advertised open enrollment period each spring for the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, School Name will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students (2nd year forward) who are guaranteed enrollment in the following school year. All individuals who have contacted School Name regarding enrollment will be notified of the time and place of the lottery and will be encouraged to attend. All prospective students who have completed the enrollment process will have their names entered into the lottery. Names will be drawn at random until the grade level is filled. Once a grade level is drawn to capacity, applications will continue to be drawn for position on a wait list. This wait list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will a wait list carry over to the following school year. In all situations, siblings will have first consideration.

## Our Extended Day- Extended Year

Our extended daily schedule offers additional academic programming and culture-building, character-building, personalized support systems, and activities to help students develop the personal skills and resilience they need for college and life success.

- Tutoring - After or before school classes where students receive individual guided practice and homework assistance from teachers and tutors. The tutoring period is explicitly designed to respond to student achievement data and target student areas of difficulty. Students will also be coached and given the opportunity to practice the learning strategies and work habits that they encounter in their regular course work. For those students needing further intervention, one-on-one tutoring and supplementary remedial instruction may be provided. Teachers and staff usually invite students who are struggling that need extra support.
- After school Program will be offered for students where homework assistance, enrichment work and online programs will be utilized, as well as arts and crafts and physical activity will be provided. The hours will be from 3:00pm-6:00pm. Signs ups will be available during Orientation. (Rules regarding After school Program-refer to All Stars Program guidelines)
- Summer Session - Summer programs will provide critical support for struggling students as well as acceleration and enrichment opportunities for students who have reached grade-level proficiency.

## Report Cards & Progress Reports

All grades can be accessed through our online grading system, and parents can contact teachers to request any one on one meeting to discuss the student's grades and assignments. Progress Reports will be prepared for each student three times during the trimester. Report cards will be sent via ParenSquare and/or mail. Parents are welcome to obtain a copy from the office.

## Grading System

The grading scale is based on the degree to which students demonstrate proficiency on content area standards. The academic grade scale is composed of 4, 3, 2, or 1.

- 4- 100%-90% (Exceeds Expectation)
- 3- 89%-75% (Meets Standards)
- 2- 74%-55%. (Approaching Proficiency Mastery Standards)
- 1- 54% and Below (Not Approaching Standards)

- Evidence of student learning can be captured using classroom work (formative) and benchmark tests as well as teacher created assessments (summative).
- Students are graded on mastery of the required California Standards. The comprehensive report cards at the end of each academic semester is information to parents about the student's performance in the core curriculum subjects and related elective courses.
- These reports should be examined by the parent/guardian. Non-custodial parents may request a copy of student reports by contacting the office in writing.

## Student Records

The type of information contained in a student's permanent record will be basically identifying information including:

1. Student and parent names and addresses.
2. Date of birth, place, and gender.
3. Academic record.
4. Attendance record.
5. Health record.
6. Record of release of record information.
7. Emergency card information such as emergency address, telephone number, and doctor.
8. The types of information contained in a student's temporary record will include:
9. Family background information.
10. Intelligence test scores, both group and individual.
11. Aptitude test scores.
12. Achievement test results.
13. Teacher anecdotal records.
14. Disciplinary information.

The contents of the school's student record may be challenged by filling out the proper form. This will explain what is being challenged, and why and what is required to remediate the situation. The request is to be brought to the attention of the office manager or principal. Other school personnel, who are involved with the student and need the information, have access to the records without parental consent. The contents of the school student record will be held on file until the date that the student would have graduated. The record will then be destroyed, except for the student's name, address, grades, dates of attendance, and completion of 12th grade.

A listing of directory information, such as name of student, parent/guardian name, address, and telephone number will be made available to authorized school organizations only as needed. If the parent/guardian does not wish to have his or her name listed, he or she must indicate this in writing to the principal prior to the start of school. Student records are subject to the guidelines and regulations set forth in the Federal Family Educational Rights and Privacy Act of 1974 and the California School Student Records Act (Chapter 122, Article 50, California Revised Statutes 1975).

All parents, guardians, or an individual acting as a parent of a student in the absence of a parent, have the right to inspect and review educational records maintained by the school within seven days after the request has been made. Student records are kept in the school that the pupil attends. The right to inspect and review includes the right to a response from the school to reasonable requests for explanations and interpretations of the records, and the right to obtain copies of the records at a reasonable charge. We will make every effort to comply with parental requests as quickly as possible.

No person may condition the granting or withholding of any right, privilege, or benefit, or make as a condition of employment, credit, or insurance, the securing by any individual of any information from a student's temporary record which such individual may obtain by the exercise of any right secured by California law. Individuals have the right to contact the U.S. Department of Education to report alleged failures by any school to comply with student records laws.

## Make Up Work

Parents may and are encouraged to get make-up work for a child who is absent due to illness or injury. Parents are asked to call the school before 10:00 a.m. on the day the make-up work is to be picked up. This gives the teacher adequate time during the day to organize needed materials. Materials may be picked up from the office at the end of the school day.

## Science Laboratory Instruction

Students involved in science laboratory experiences shall be protected from contamination from body fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving body fluids will be conducted by way of teacher demonstration rather than by student participation.

## Library/Textbooks

TEACH Prep Elementary focuses on literacy. Excellent reading materials will be provided for students at school. Teachers will assign reading assignments through our curriculums that are online as well as from their intervention programs, along with their paper copies. Continuous efforts will be made to teach and model proper use and care of all school books, materials, equipment, and supplies. Students and parents will be held financially responsible for any willful or unnecessary damage to or loss of books, materials, equipment, and supplies belonging to School Name.

If school materials along with either a Chromebook or iPad have been distributed to the students to take home and a student should damage or lose a textbook, digital equipment, or classroom supplies, he/she will need to pay the cost of the repairs or replacement. Parent and student will meet with the Principal to go over the damage/lose as well as the repayment or replacement of the materials.

Parents are encouraged to have their children read at least 20-30 minutes a day. Reading helps develop comprehension and vocabulary skills.

## Student Supports and Protections

### ***Section 504 Plan***

Section 504 of the Rehabilitation Act of 1973, states that no otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

- Compliance monitored by the Office of Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability.

Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. If you would like to know more about 504 Plans or other types of assistance available to your student, please contact your Principal.

Special Education Determination for eligibility for special education and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures for referral of students with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such as the Student Study Team (SST). A student shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized.

### Student Study Team (SST)

The Student Study Team is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining

their own needs and in implementing strategies designed to help them. The SST meets to determine what assistance is needed for students who have learning difficulties or who have repeated behavior problems. The team consists of the principal, teacher, parent and others associated with the student's area of need.

### **Integrating Physical Activity into the Classroom Setting**

For students to receive the nationally-recommended amount of daily physical activity (*i.e.*, at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons; and
- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

### **Daily Physical Education (P.E.) 5-10**

All students in grades 9-10, including students with disabilities, special health-care needs, and in alternative educational settings, will receive weekly physical education for the entire school year. All physical education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity (*e.g.*, interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

- A minimum of 400 minutes for every 10 school days for students in grades 9-12
- Schools shall be encouraged to annually administer the physical fitness test designated by the State Board of Education to students in grades 5, 7, and 9.

### **Physical Activity Opportunities Before and After School**

All middle and high schools will offer when appropriate extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools, when appropriate, will offer, interscholastic sports programs. Schools will offer, when feasible, a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

After-school child care and enrichment programs when appropriate will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

### **Physical Activity and Punishment**

Teachers and other school and community personnel will not use physical activity (*e.g.*, running laps, pushups) or withhold opportunities for physical activity (*e.g.*, recess, physical education) as punishment.

### **III. Student Health, Safety and Wellbeing**

#### **Health and Safety**

##### **Emergency Numbers**

For the safety of every child, it is very important that parents complete the Emergency Card providing the school with an emergency telephone number so that someone may be notified in case of an emergency. This card should be signed and dated. The card will be maintained on file to use in the event of an emergency.

If no telephone is in the home, a telephone number of a relative or family friend must be provided. Any change in address, telephone number, parent's work, physician, or name of the person or persons authorized to pick the child up if the parent is ill or injured should be reported to the office immediately.

##### **Accidents**

Although School Name makes every reasonable effort to prevent student accidents and injuries, accidents occur. The Principal or designee shall develop procedures to ensure that first aid and/or medical attention is provided as quickly as possible and that parents/guardians are notified of accidents. Universal precautions shall be observed whenever it is possible that students, employees or others may have contact with blood or body fluids as a result of the accident. School Name staff shall appropriately report and document student accidents.

##### **Health Services**

School Name is regulated by the State Department of Health Services. All facility inspection reports are available upon request. The health and safety of each student is the foremost responsibility of the school. Health services will be made available to any student needing it. If a student becomes ill at school, and needs assistance, he/she should inform the teacher to receive a referral to go to the office. All injuries must be reported to the teacher. If injuries occur after school they must be reported to the After School Director, after school aide or to the Principal.

It is necessary for current emergency information be on file at all times. Parents must up-date emergency information on a regular basis.

## **Immunizations**

School Name will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. School Name requires written verification from a doctor or immunization clinic of the following immunizations:

- Diphtheria.
- Measles.
- Mumps, except for children who have reached the age of seven years.
- Pertussis (whooping cough), except for children who have reached the age of seven years.
- Poliomyelitis.
- Rubella.
- Tetanus.
- Hepatitis B.
- Varicella (chickenpox), (persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).



### **Physical Examinations**

All pupils are to have completed a health screening examination on or before the day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Section 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten.

Failure to obtain an examination for your child or a waiver will result in your child being denied enrollment.

If your child's medical status changes, please provide the office with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

### **Communicable, Contagious, or Infectious Disease Prevention Policy**

TEACH Preparatory Elementary School recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease. All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See "Immunizations I Physical Exams" Policy) Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

## **Injuries and Accidents**

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. (See "Blood borne Pathogen Exposure Control Program" Policy)

## **Illness**

If a child is ill he or she **MUST NOT BE SENT TO SCHOOL**. Students who contract a contagious disease such as pink eye, chicken pox, ringworm, impetigo, head lice or other such conditions **SHALL NOT ATTEND SCHOOL**. The child must remain at home until he or she is no longer contagious and declared healthy by a health professional. A doctor's note is required for the student to return to school.

## **Medication at School**

Students are not permitted to carry medication (including inhalers for asthma). If a doctor's note is on file, the Office manager will be permitted to dispense the medication to the student.

The Office Manager and the student's teacher must be informed of any prescription medication that a student is required to take at school. To dispense prescription medication to students, the school must receive a written order from the student's doctor and a permission slip from the student's parent. These notifications must remain on file at the school for duration of time that the student is required to take the medication. All medication should be brought to the office manager by the parent/guardian in its original prescription container, labeled with the student's name, the name of the medication, the date of expiration, and the proper dosage. If medication needs to be administered to the child when the Office manager is not present, a trained staff member will administer the medication.

## **Administration of Medications**

TEACH Preparatory Elementary School staff is responsible for the administration of medication to students attending school during regular school hours. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician or surgeon, may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if the School Name receives the appropriate written statements

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, TEACH Preparatory Elementary School shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, along with a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing School Name and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

In order for a pupil to be assisted by designated school personnel, School Name shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that School Name assist the pupil in the matters set forth in the statement of the physician.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered only during school hours if determined by a physician to be necessary.
- Designated staff shall keep records of medication administered at the school.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to summer holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.

## Medication Policy

The following procedures will be in effect for the monitoring and use of medication at school:

- Medication will only be allowed at school when failure to take medication could jeopardize the health and/or educational abilities of the student.
- Medication is restricted to students with long-term chronic illnesses or disabilities including, but not limited to, diabetes, attention disorders, asthma, seizure activity, epilepsy, cystic fibrosis, cardiac, neurological, and endocrine disorders. Any other medications should be given by parents/guardians before and/or after school hours.
- No medicines may be administered at school unless directed by a doctor.
- The student must have a medical form completed by the attending physician and his/her parents or guardian on file with the school office.
- All medicine must be in a labeled prescription container and must be kept in the designated place in each building. All asthma inhalers should be kept in the office (labeled) unless a note from a doctor states the inhaler should be kept on the person
- Instructions for dispensing, as well as a date, must be on the container
- Students are expected to take their medication during passing times or lunch times.
- Students are to remember the conditions under which they are to request their medicine.
- Teachers or other personnel are not required to administer the medicine. They may, however, supervise the student taking the medicine.

## **Guidelines to Help Promote a Healthy Environment**

Children are most vulnerable to contracting diseases while in school because of the close contact they maintain. While we cannot prevent this from occurring, with your help we can implement some simple guidelines to help promote a healthy environment.

1. Teach your child the importance of correct hand washing as a means of preventing the spread of germs.
2. Proper disposal of tissues and covering one's mouth when coughing also prevents germs from circulating.
3. If your child is coughing excessively, keep him or her home to prevent exposure to other children.
4. A child should be fever free for 24 hours before returning to school. Temperature may indicate the onset of an illness.
5. A child should remain home if he or she has vomited or experienced diarrhea within a 24-hour period.
6. Communication is essential to maintaining a healthy environment. Please report any contagious diseases your child has been diagnosed to have (e.g., strep throat, chicken pox, pink eye, etc.). The more we know, the better prepared we are to keep your child on the road to good health. When necessary, notices containing information regarding health matters will be sent home

## **First Aid, CPR, and Health Screening**

TEACH Preparatory Elementary School recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, the school expects parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Within the TEACH Preparatory Elementary School facilities, a First Aid Kit containing appropriate supplies will be present. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

All teachers are to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all support staff and volunteers.

## **Resuscitation Orders**

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Executive Director, or designee, shall ensure that all parents/guardians are informed of this policy.

## **Head Lice**

To prevent the spread of head lice infestations, TEACH Preparatory Elementary School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Principal, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in any learning center, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance. Excluded students may return to school when reexamined by the nurse, or designee, shows that all nits and lice have been removed.

### **Fire and Earthquake Drills**

Fire and earthquake drills will be conducted throughout the year. Students are expected to follow teacher instructions.

## SFA Wellness Policy

**Due to children's need to access healthy foods and opportunities to be physically active in order to grow, learn, and thrive; TEACH Schools is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of TEACH SFA that:**

- The schools will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing TEACH SFA school-wide nutrition and physical activity policies.
- All students in grades 9-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.



## Breakfast

To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- Schools will, to the extent possible, operate the School Breakfast Program.
- Schools will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, "grab-and-go" breakfast, or breakfast during morning break or recess.
- Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.
- Schools will encourage parents to provide a healthy breakfast for their children.

## Free and Reduced-priced Meals

Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals<sup>5</sup>.

## Meal Times and Scheduling

Schools:

- will provide students with enough time to consume their meal after it has been served.
- should schedule meal periods at appropriate times, *e.g.*, lunch should be scheduled between 11 a.m. and 1 p.m.;
- should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will encourage students to wash or hand sanitize hands before they eat meals or snacks; and
- should take reasonable steps to encourage the tooth-brushing regimens of students with special oral health needs (*e.g.*, orthodontia or high tooth decay risk).

## Sharing of Foods and Beverages

Schools should monitor students sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

## Snacks

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The TEACH SFA will disseminate the guidelines for compliant snacks.

- If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

## Snacks

Students may bring nutritious snacks (fresh fruit, granola bars, cheese, peanut butter and crackers) for break time only. Birthday Parties can be set up with the teacher prior to the event at teacher's discretion. For parents wanting to bring sweets, school will allow items such as cupcakes, cookies, donuts, things that are already individualized without needing any cutting for birthday celebrations. During Covid- birthday parties will be halted. Any individual goodie bags for the whole class may be permissible at teacher's discretion.

## Rewards

Schools are encouraged not to use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior,<sup>10</sup> and will not withhold food or beverages (including food served through school meals) as a punishment.

## Celebrations

Schools should limit celebrations that involve food during the school day to no more than one party per class per month. It is encouraged that each party include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above).

## Food Marketing in Schools

School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above).<sup>11</sup> School-based marketing of brands promoting predominantly low-nutrition foods and beverages<sup>12</sup> is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: sales of healthy food for fundraisers.

## Staff Wellness

TEACH SFA highly values the health and well-being of every staff member and will encourage that support personal efforts by staff to maintain a healthy lifestyle.

Physical Education and Physical Activity Opportunities

## Qualifications of School Food Service Staff

Qualified nutrition professionals will administer the school meal programs. As part of TEACH SFA it is our responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.<sup>6</sup>

## School-Sponsored Events

**(such as, but not limited to, athletic events, dances, or performances)**

It is encouraged that foods and beverages offered or sold at school-sponsored events outside the school day meet the nutrition standards for meals or for foods and beverages sold individually (above).

## Nutrition Education and Promotion

TEACH SFA aims to teach, encourage, and support healthy eating by students. It's encouraged that schools provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;

- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs, other school foods, and nutrition-related community services;
- teaches media literacy with an emphasis on food marketing; and
- includes training for teachers and other staff.

### **Safe Routes to School**

TEACH SFA will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk, skate and bike to school. When appropriate, TEACH SFA will work together with local public works, public safety, and/or police departments in those efforts. TEACH SFA will explore the availability of federal "safe routes to school" funds, administered by the state department of transportation, to finance such improvements. TEACH SFA will encourage students to use public transportation when available and appropriate for travel to school, and will work with the local transit agency to provide transit passes for students.

## **IV. Student Conduct**

### **Student Conduct**

Students will go over one character pillar for the month. Each student is expected to be in full uniform at all times unless it is noted during special occasions during school's Spirit Week Activities. Students will conduct themselves in a calm manner, keeping hands and feet to themselves, and when students have difficulties with keeping themselves and others safe, staff member will speak to them about their behavior and conduct and work towards possible behavior. When a misbehavior continues, parents will be notified, meetings with admin staff can occur as well as behavior contracts to provide support at school.

### **Student Bullying, Harassment, or Intimidation**

A person is bullied when he/she is exposed to intentional negative actions on the part of one or more students, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected. Bullying often occurs repeatedly and over time.

A person is harassed when he/she perceives or actually experiences discomfort with identity issues in regard to race, color, national origin, gender, disability, sexual orientation, religion, or other identifying characteristics, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected.

A person is intimidated when he/she is subjected to intentional action that seriously threatens and induces a sense of fear and/or inferiority, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected. Bullying, harassment, or intimidation is strictly prohibited by federal law and will not be tolerated in TEACH Public Schools.

Students who engage in behaviors that constitute bullying, harassment, or intimidation will be disciplined according to the procedures set by California Ed Code.

Students who believe that they are victims of harassment should report any such incidences promptly and may employ the Title IX grievance procedure. Students may report bullying, harassment, or intimidation without fear of harmful consequences. Students, parents/guardians, close adult relatives, and/or teachers may complete a form.

**Bullying, Harassment, or Intimidation Reporting Form**

This form may be obtained from the uniform complaint coordinator.

## **Telephone and Cell Phones**

The telephone is to be used for business only. If a student needs to place a call, he/she may do so with the permission of a teacher or other adult in the office. If it is necessary for a parent/guardian to call, the message will be relayed to the student as soon as possible. No student will be called out of class to talk on the phone, except in cases of a life or death emergency. All students carrying cellular phones to school will be responsible for leaving their phone in "cell phone bin", in the office before the start of the school day. Cellular phones may not be on the student or be used on campus. Technical devices such as phone watches may not be utilized on campus as well. Please be aware that students will not be excused for any tardiness due to this policy. Phones can then be retrieved at the conclusion of the school day. Cellular phones are not permitted on campus during the school day. Any student who brings a cellular phone to school without following the cell phone procedure, will have the phone confiscated and will only be released to a parent/guardian.

Infractions and consequences are based on a school year unless otherwise noted.

## Student Code of Internet Conduct

The Internet is an exciting and powerful tool for students to research for both academic assignments as well as their own personal interests. As part of our curriculum, pupils have controlled access to the Internet and learn how to use libraries, databases and informational sources on a wide variety of topics. We recognize that some inappropriate material on the Internet may be accessed intentionally or by accident. To guard against this we will use a filtered service from a reliable software provider which regularly monitors web sites.

We will teach students the importance of responsible use of the web and e-mail as well as providing basic rules to maintain the privacy of students. At all times, pupils must agree to follow the Student Code of Internet Conduct summarized below.

1. Access to the Internet at TEACH is for educational purposes.
2. Students will not use the internet system here at TEACH to access material in violation of the following standards:
  - Prohibited Material: any material that appeals to a prurient interest and material that promotes or advocates illegal activities.
  - Restricted Material: sites that contain personal advertisements or facilitate making online connections with other people are restricted unless the school has approved such sites.
  - Limited Access Material: material that is generally considered to be non-educational or entertainment.
  - Limited Access Material may be accessed in the context of specific learning activities that are directed by a teacher or during periods of time that a school may designate as "open access" time. This includes such material as electronic commerce, games, jokes, recreation, entertainment, sports and investments.
3. Students will not disclose your full name or any other personal contact information for any purpose.
4. Students will not disclose names, personal contact information, or any other private or personal information about other students under any circumstances.
5. Students will promptly disclose to their teachers or other school staff any message they receive that is inappropriate or makes them feel uncomfortable. Students should not delete such messages until instructed to do so by a staff member.



## Our Dress Policy

School uniform may be purchased at the school site or at most department stores or clothing outlets.

- Every student is required to wear the School Uniform everyday.
- Wednesday is College Shirt Day, therefore students may wear College shirt or sweatshirt of their choice.
- Hoods on sweatshirts or jackets may not be worn inside classroom. All backpacks and jackets will be placed on hooks.

### Bottoms

- Black pants, shorts, and skirts/skorts are permitted.
- Absolutely no “sagging”. Every student will wear their pants in a business casual manner. The definition of sagging is not determined by the student. The definition of sagging is determined by the administration of TEACH. All students will wear their pants in the manner described by TEACH administration.
- Uniform pants for all grade levels and all genders must be LOOSE FITTING. Yoga pants or any other type of form fitting pants are never to be worn at TEACH.
- Belts must be worn at all times by all students. The belt must be “Business Casual”. No Bling!

### Tops

- Appropriate grade level polo shirt with the school logo will be worn by all students. Gold- TK, Purple- K, Royal Blue- 1st, Forest Green- 2nd, Burgundy- 3rd, Light Blue- 4th.
- All clothing must be clean and all uniform shirts will be tucked in for the entire instructional day.

### Shoes

- ALL GRADE LEVELS must wear CLOSED-TOE, RUBBER-SOLED, SNEAKERS

### Hair

- Students must keep their hair neat, clean, and well groomed.

### Accessories

- Any attire that may be a distraction will be confiscated. Distracting attire includes but is not limited to accessories such as extra clothing pieces, and excessive and/or large pieces of jewelry. Students may only wear a pair of earrings no larger than a quarter.
- All neckwear / jewelry must be tucked into the student’s uniform shirt. However, we urge parents to consider keeping all jewelry at home for student safety.
- All head coverings are unacceptable at TEACH, including head/hair accessories, hats, bandanas, and beanies, etc. Special exceptions will be made for head covering for religions or medical reasons and it will be on a individual case.

### Make-Up

- . Any make up that is distracting to the learning environment will not be allowed on campus and will be asked to remove the make up prior to entering the campus.

## Personal Belongings

The school is not responsible for items that are lost or stolen. Items having a value for one individual usually have an appeal for others. Therefore, all items of value must be kept at home.

**Money and Other Valuable Property**

Students are encouraged to leave all money and other valuable property at home. The School assumes no responsibility for the loss or theft of such articles.

**Candy & Toys**

Students may not bring candy, toys, or other non-school related items to school unless approved by the teacher. The student assumes responsibility for any items brought from home. Toy weapons are strictly prohibited, and no headphones, radios, games, virtual pets, Game Boys, etc., are allowed and will be confiscated and only returned to a parent.

**Lost & Found**

Students may lose items of clothing from time to time. Every article that could possibly be lost should be plainly marked with the child's name on it. It is important every student makes an effort to keep or recover all of his/her belongings. Articles lost and not claimed are given to a charitable organization at the end of each semester.

**Pets & Toys**

Pets may not be brought to school unless a teacher has made a special request. Toys, trading cards, etc. are not to be brought to school. They get lost or taken and become a distracting to learning. All toys, including toy guns, squirt guns, toy knives and toy cell phones are prohibited.

**Vandalism, Theft, and Graffiti**

TEACH Preparatory Elementary School considers vandalism a very serious matter. Vandalism includes the negligent, willful, or unlawful damaging and/or theft of any charter school/district-owned real or personal property, including the writing of graffiti.

Any TEACH Preparatory Elementary School student who commits an act of vandalism shall be subject to disciplinary action by the Charter School and also may be prosecuted through other legal means. If reparation of damages is not made, TEACH Prep also may withhold the student's grades, diploma and/or report cards/transcripts in accordance with law.

**Weapons and Dangerous Instruments**

In order to maintain order and discipline in TEACH Prep and to protect the safety of students, staff and the public, any school employee is authorized to confiscate a weapon, dangerous instrument or imitation firearm from any person on school grounds.

Students possessing or threatening others with a weapon, dangerous instrument or imitation firearm are subject to suspension and/or expulsion in accordance with charter school policy and the law, Board policy and administrative regulations. The principal or designee shall notify law enforcement authorities when any student possesses a weapon or commits any act of assault with a firearm or other weapon.

## Reporting of Injurious Objects

TEACH Preparatory Elementary School encourages students to promptly report the presence of weapons, injurious objects or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The School Director or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The strategy shall also include means of informing staff, students and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

## Discipline

TEACH Preparatory Elementary School believes that learning best occurs in an environment that consistently incorporates Character Education, and Discipline into a sound academic program. We believe that discipline and learning are directly related. Given the proper environment, we believe that children exhibit their best learning in appropriate ways. In a joint effort of parents and school, students of School Name are taught and expected to follow the discipline guides as set forth by the School 's Board of Directors:

### Responsibility

- Do what you are supposed to do; when you are supposed to do it
- Persevere: keep on trying!
- Be on task
- Always do your best
- Think before you act-consider the consequences
- Be accountable for your choices
- Follow directions
- Respect the rights and belongings of others

### Appropriateness

- Good decision-making
- Positive Communication Skills
- Self-esteem
- Courtesy
- Self Control

### Individual Effort

- Hard Work
- Cooperation
- Collaboration
- Kindness
- Fairness
- Aspiration
- Integrity
- Dignity
- Positive Response to Community

### Personal Attributes

- Appearance
- Punctuality
- Cordiality
- Responsiveness

TEACH Preparatory Elementary School believes that all children can learn when taught well. We recognize that the ultimate objective of education is to enable students to become successful, self-directed learners. This goal is best achieved in a culture of acceptance, high expectation, encouragement, support, and positive motivation. Teachers have a responsibility to maintain a positive learning environment. Discipline is a process by which students are helped to develop an understanding of, and an appreciation for appropriate behavior toward a sound learning experience. The process includes positive behavioral interventions. Any student who interferes with their right or the right of others to learn is engaging in inappropriate behavior. Inappropriate behavior is subject to disciplinary consequences. Students engaging in inappropriate behavior, or students who have conflict with another, is subject to disciplinary consequences. Our students are taught and encouraged to manage and resolve conflict on their own through positive communication skills. If after doing so, students feel that the problem is not resolved, the conflict should be reported to the teacher.

General disciplinary problems may result in disciplinary action by teachers and/or by the principal. The Principal has primary responsibility for defining the school's culture to ensure that student discipline is implemented in a fair, effective manner. Teachers handle discipline. Instructional aides and staff may assist with discipline. Instructional aides and school staff members will make every effort, individually, collectively, and cooperatively to help each student gain acceptable self-discipline standards. Students with repeated behavior problems are referred to the Student Success Team. This team includes the student, parent, teacher, principal and counselor. An action plan is developed to help the student develop constructive behavior patterns.

## **Restorative Justice**

At TEACH, we believe in working with students in order for them to repair any harm that they may have caused to others through words or actions. Students accomplish this through a cooperative process that includes all stakeholders, which can lead to a transformation of people, relationships, and communities.

## V. Parents

### Parents

#### Parent Involvement

A key piece of the school culture to support achievement for all students is a process of continuous communication and collaboration with families. As the student moves through the school year, his/her progress toward individual goals is carefully tracked and shared monthly with families through the means of a Personalized Learning Plan.

Therefore, parental involvement at TEACH Preparatory Elementary School is required. Our parents are encouraged to participate individually and as a group for the benefit of the school.

#### Parent Participation

- Enhances the quality of education children receive
- Provides for greater integration of the educational program
- Promotes better understanding between parent and teacher, between parent and child; between home and school; and between school and the community.
- Parental involvement plays an important role in the life of the school and in the resolution of classroom behavior issues.

#### Required Parental Attendance

The Board of Directors of TEACH Preparatory Elementary School believes that parental involvement plays an important role in the life of the school and in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid school authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian shall also meet with the school Principal or designee.

The Board of Directors encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher may also inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student.

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The Principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

## **Parent's Right to Know**

Right to know about your child's teacher and Paraprofessional

As a parent you have the right to know the qualifications of your child's teacher and/or paraprofessional. You may obtain information from California Department of Education by computer at [www.cde.gov](http://www.cde.gov). You may also send an information request to the, Freedom of Information Act Office at the SED or the District can provide you with information regarding:

- Whether the teacher is certified in the area in which they are teaching,
- Whether the teacher is teaching under emergency or other provisional status
- Whether the State Qualification or certification requirements have been waived, the bachelor degree and major of the teacher, graduate certification of the teacher, the field of discipline of the certification or degree
- And whether the child is provided services of a paraprofessional and if so their qualifications

### **Visitor Identification**

Visitors are always welcome at the TEACH Prep, especially parents of our students. To help ensure a safe and secure learning environment for all students, all visitors to TEACH Prep are required to sign-in at the main office and to wear a visitor's pass. Faculty and staff are instructed to escort anyone not having a pass to the office immediately for identification. When visiting we ask that visitors limit the time to 20 minutes for minimal distraction in the classroom. Also, during this time (Covid) only 1 family may enter campus at a time, must follow the 6 feet apart distance rule, get their temperatures checked in the front and sign in prior to proceeding.



**Parking**

Parent parking will be off 85th St.- street parking in residential street. Please read the signs regarding street cleaning days, which are Mondays and Tuesdays. Please be mindful when parking not to block driveways of our neighbors. The parking lot off Western Ave is for teachers and staff.

### **Conditions for Classroom and School Visitation and Removal Policy**

While TEACH Prep Elementary encourages parents/guardians and interested members of the community to visit TEACH Prep Elementary and view the educational program, we also endeavor to create a safe environment for students and staff.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the school has established the following procedures, pursuant to California Penal Code Sections 627, ET. seq., to facilitate visits during regular school days:

1. Visits during school hours should first be arranged with the teacher, Principal, or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non- instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher, Principal, or designee.
2. All visitors shall register with the front office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide his/her name, his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the office will provide a visitor with a Visitor's pass to wear as they are being accompanied through the school and any classrooms.
3. The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or actions would disrupt the school, its students, its teachers, or its other employees; and/or would result in damage to property; would result in the distribution or use of unlawful or controlled substances.
4. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
5. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
6. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Executive Director or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Executive Director or the Board President within five days after the denial or revocation. The Executive Director or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Executive Director shall be held within seven days after the Executive Director receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the President receives the request.
7. The Principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.
8. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's permission.

**Conditions for Classroom and School Visitation and Removal Policy Penalties**

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.
2. Further conduct of this nature by the visitor may lead to the school's pursuit of a restraining order against such visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of three (3) years.

## **Volunteers**

Volunteers must come to the office and sign in and sign out when volunteering. A volunteer badge must be worn while on campus. Additionally, all volunteers must have TB test and finger print clearance and have the results on file with the office.

## **Releasing Students**

If a student becomes too ill to remain in school, a staff member will contact the parents by telephone. The parent is required to pick the child up or arrange for the child to be picked up by an authorized person. Parents must have the name and contact telephone number of an authorized person on the emergency card.

### ***TEACHERS ARE NOT PERMITTED TO RELEASE CHILDREN WITHOUT OFFICE APPROVAL.***

Parents or guardians who wish to take students home before regular dismissal time must come to the school's office for an official release from class. If a student has a specific medical condition, health problem or security need, this information must be reported in writing at the time of enrollment or as soon as it is known, so that appropriate accommodations can be made for the student.

## **Parent/Teacher Conference**

Parents may be required to accompany their child through a school day to monitor and observe his or her behavior. Parents may be required to confer with school staff to concentrate efforts to assist a chronically misbehaving student. There will be two required Parent-Teacher Conferences parents need to attend either in person or via zoom (1st and 2nd trimester). Third trimester Parent-Teacher Conference will be only by request by teacher or by parent.

## **Picking Up Students from School**

If you will be picking your student up before the end of the school day, please send a note to the office, as well as the classroom teachers. If someone other than a parent or guardian is to pick up your child, a signed note is REQUIRED and the adult MUST be named in the Emergency Card.

## **After-School Pick-Up of Students**

Please note the parking signs. Double parking is illegal, unsafe and prohibited. The parking lot off Western Ave is for teachers and staff, please refrain from parking in the lot. Students will be dismissed from the front gate off 85th street, you may find a parking spot and pick up your child or if you drive up coming from St. Andrews St onto 85th Street, we will guide your student into your car. Please be mindful to not block driveways as you pass through the pick up line.

## VI. Operations

### School-Sponsored Events

**(such as, but not limited to, athletic events, dances, or performances)**

It is encouraged that foods and beverages offered or sold at school-sponsored events outside the school day meet the nutrition standards for meals or for foods and beverages sold individually (above).

### Communications with Parents

The TEACH SFA/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The TEACH SFA will, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus when available. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages.

The TEACH SFA/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school.

### Food Marketing in Schools

School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above).<sup>11</sup> School-based marketing of brands promoting predominantly low-nutrition foods and beverages<sup>12</sup> is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: sales of healthy food for fundraisers.

### Staff Wellness

TEACH SFA highly values the health and well-being of every staff member and will encourage that support personal efforts by staff to maintain a healthy lifestyle.

Physical Education and Physical Activity Opportunities

### Use of School Facilities Outside of School Hours

School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

## **Monitoring**

The Wellness Committee will ensure compliance with established TEACH SFA school-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the TEACH SFA Wellness Committee.

School food service staff, at the school level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the Wellness Committee (or if done at the school level, to the school principal). In addition, TEACH SFA will report on the most recent USDA Administrative Review findings and any resulting changes.

The Wellness Committee will develop a summary report periodically on TEACH SFA school-wide compliance with TEACH Schools established nutrition and physical activity wellness policies, based on input from schools within TEACH SFA. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in TEACH SFA schools.

Monitor and Policy Review

## **Policy Review**

To help with the initial development of the TEACH SFA wellness policies, each school in the TEACH SFA will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies.<sup>13</sup> The results of those school-by-school assessments will be compiled by the Wellness Committee level to identify and prioritize needs. Assessments will be repeated periodically to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, TEACH SFA will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. TEACH SFA, and individual schools within TEACH SFA, will, as necessary, suggest revisions to the wellness policies and develop work plans to facilitate their implementation.



## VII. Complaints and Forms

### Uniform Complaint Policy and Procedures

#### Scope

The policy of the Board of Directors of TEACH Public Schools (“TEACH”) is to comply with applicable federal and state laws and regulations. TEACH is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any TEACH program or activity; and

(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: After School Education and Safety Programs, Consolidated Categorical Aid Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Special Education Programs, Bilingual Education, Economic Impact Aid, and Tobacco-Use Prevention Education.

(3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees. A complaint of noncompliance with laws relating to pupil fees may be filed with the Principal or the Compliance Officer.

d. If the TEACH finds merit in a pupil fees complaint TEACH shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by TEACH to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

(5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If TEACH finds merit in a complaint, or if the Superintendent finds merit in an appeal, TEACH shall provide a remedy to the affected pupil.

TEACH acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. TEACH cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, TEACH will attempt to do so as appropriate. TEACH may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

TEACH prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

#### Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure TEACH's compliance with law:

Superintendent  
TEACH Public Schools  
1846 W. Imperial Hwy.  
Los Angeles, CA 90047

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

Should a complaint be filed against the Superintendent, the compliance officer for that case shall be the President of TEACH Board of Directors.

#### Notifications

The Superintendent or designee shall annually provide written notification of TEACH's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in TEACH speak a single primary language other than English.

The Superintendent or designee shall make available copies of TEACH's uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that TEACH is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal TEACH 's decision to the CDE by filing a written appeal within 15 days of receiving TEACH decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

#### Procedures

The following procedures shall be used to address all complaints which allege that TEACH has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by TEACH.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, TEACH staff shall assist him/her in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend TEACH's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide TEACH's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

TEACH's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Response**

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of TEACH's investigation and decision, as described in Step #5 below, within sixty (60) days of TEACH's receipt of the complaint.

- **Step 5: Final Written Decision**

TEACH's decision shall be in writing and sent to the complainant. TEACH's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal TEACH's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of TEACH's expectations. The report shall not give any further information as to the nature of the disciplinary action.

#### Appeals to the California Department of Education

If dissatisfied with TEACH's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving TEACH's decision. The appeal should be sent to:

California Department of Education  
1430 N Street  
Sacramento, CA 95814  
Telephone: (916) 319-0800

When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of TEACH's decision.

Upon notification by the CDE that the complainant has appealed TEACH's decision, the Superintendent or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by TEACH, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of TEACH's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by TEACH when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which TEACH has not taken action within sixty (60) days of the date the complaint was filed with TEACH.

#### Civil Law Remedies

A complainant may pursue available civil law remedies outside of TEACH's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if TEACH has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR § 4622.

### Uniform Complaint Procedure Form

Last Name: \_\_\_\_\_ First Name/MI: \_\_\_\_\_

Student Name (if applicable): \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Street Address/Apt.#: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

School/Office of Alleged Violation: \_\_\_\_\_

**For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Special Education   | <input type="checkbox"/> After School Education and Safety | <input type="checkbox"/> Foster/Homeless Youth            |
| <input type="checkbox"/> Pupil Fees          | <input type="checkbox"/> Consolidated Categorical Aid      | <input type="checkbox"/> Tobacco-Use Prevention Education |
| <input type="checkbox"/> Bilingual Education | <input type="checkbox"/> Child Nutrition                   | <input type="checkbox"/> Lactating Pupils                 |
|  | <input type="checkbox"/> No Child Left Behind Programs     | <input type="checkbox"/> Economic Impact Aid              |
|  | <input type="checkbox"/> Every Student Succeeds Act Prog.  |   |
|  | <input type="checkbox"/> Local Control Funding Formula     |   |

**For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Age                             | <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Sex (Actual or Perceived)   |
| <input type="checkbox"/> Ancestry                        | <input type="checkbox"/> Genetic Information                          | <input type="checkbox"/> Sexual Orientation (Actual or Perceived)  |
| <input type="checkbox"/> Color                           | <input type="checkbox"/> National Origin                              | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Race or Ethnicity                            | <input type="checkbox"/> Marital Status  |
| <input type="checkbox"/> Ethnic Group Identification     | <input type="checkbox"/> Religion                                     |  |
| <input type="checkbox"/> Medical Condition               |   |  |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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2. Have you discussed your complaint or brought your complaint to any TEACH personnel? If you have, to whom did you take the complaint, and what was the result?

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3. Please provide copies of any written documents that may be relevant or supportive of your complaint.  
I have attached supporting documents.  Yes  No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mail complaint and any relevant documents to:  
Superintendent  
TEACH Public Schools  
10600 S. Western Avenue  
Los Angeles, CA 90047



## General Complaints

The Board of Directors of TEACH Public Schools (“TEACH”) has adopted this General Complaint Policy to address concerns about TEACH generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the TEACH Anti-Discrimination, Sexual Harassment, Harassment, and Bullying Policy and/or TEACH Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures will be appropriate.

### Internal Complaints

(Complaints by Employees against Employees)

This section of the policy is for use when an TEACH employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Superintendent or designee:

1. The complainant will bring the matter to the attention of the Superintendent as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Superintendent or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Superintendent, the complainant may file his or her complaint in a signed writing to the Chair of the TEACH Board of Directors, who will then confer with the Board of Directors and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board of Directors. The Chair or investigator will report his or her findings to the Board of Directors for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, TEACH values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

### Policy for Complaints Generally

(General Complaints and Complaints by Third Parties against Employees)

This section of the policy is for use when either a complaint does not fall under other complaint procedures or a third party (non-employee) raises a complaint or concern about TEACH generally, or an TEACH employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Superintendent or Chair of the TEACH Board of Directors (only if the complaint concerns the Superintendent) as soon as possible after the events that give rise to the complainant’s concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Superintendent (or designee) shall abide by the following process:

1. The Superintendent or designee shall use his or her best efforts to ascertain the facts relating to the complaint. Where applicable, the Superintendent or designee shall talk with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts.

2. In the event that the Superintendent (or designee) finds that a complaint is valid, the Superintendent (or designee) may take appropriate action to resolve the problem. Where the complaint is against an employee of TEACH, the Superintendent may take disciplinary action against the employee. As appropriate, the Superintendent (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Superintendent's (or designee's) decision relating to the complaint shall be final unless it is appealed to the TEACH Board of Directors. The decision of the Board of Directors shall be final.

### **General Requirements**

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The TEACH Board of Directors (if a complaint is about the Superintendent) or the Superintendent or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

### General Complaint Form

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I hereby authorize TEACH to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_  
Signature of Complainant Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

To be completed by TEACH:

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

## HARASSMENT COMPLAINT FORM

*It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.*

*If you are an employee of the School, you may file this form with the Principal or Board President.*

*Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.*

*The School will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.*

*In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide, the more likely it is that the School will be able to address your complaint to your satisfaction.*

*Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s):  
\_\_\_\_\_

Name of Person(s) you believe sexually harassed you or someone else:  
\_\_\_\_\_

List any witnesses that were present:  
\_\_\_\_\_

Where did the incident(s) occur?  
\_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional Pages if needed):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant: \_\_\_\_\_

Print Name: \_\_\_\_\_

**To be completed by School:**

Received by Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Parent/Student Signature Page

Our signatures below indicate that we have received, read for understanding, and agree to follow the policies and guidelines found in the Student/Parent Handbook 2024-2025.

\_\_\_\_\_  
Student Name (please print)

\_\_\_\_\_  
Grade Level

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

# TEACH TECH Charter High School



## Student and Parent Handbook 2024-2025

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## I. Preliminary Matters / Introduction

### Board of Directors

The Board of Directors of TEACH Public Schools is a policy-making board which oversees the fundamental aspects of the School. The Board, when fully constituted shall be composed of at least five (5) and no more than nine (9) directors, including parents and community members. Board members shall have expertise in finance, law, non-profit governance, fundraising, school leadership, and academic program development. It shall consist of at least three members with career public school teaching experience, one member with legal background, one member representing the business community, one member representing parents, and one member with governmental experience. The members will have a two-year term. The TEACH Public Schools Principal and the Executive Directors shall be ex officio members of the Board. In accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors of the School. There shall be a non-voting member of LAUSD on the Board of Directors, as appointed by the District.

### Annual Notification and Guidelines

This Student Family Handbook enumerates sections of the Education Code that require annual parent guardian notification. (Education Code 48980[a])

California state law governs the basic operation of public schools, and the legislature regularly passes new laws affecting the quality and availability of education, as well as laws mandating that local school districts undertake new responsibilities.

These laws often require that TEACH adequately inform parents of the opportunities and protection to which they are entitled. TEACH complies with this by providing families with this Annual Notification in the Student Family Handbook at the beginning of each school year and by issuing the same publication to new families as they enter TEACH schools during the year.

The following contains a summary of state law provisions with which all parents and guardians should be familiar. In some cases, the laws have been summarized, and the precise code number has been provided should parents require more detailed information. "Education Code" is the area of state law that affects education most directly.

The Student Family Handbook will be published annually. All registered families of TEACH Public Schools will indicate their willingness to be governed by the Student Family Handbook by signing annually a written statement to that effect. The Administration reserves the right to amend the Handbook at any time for just cause. Parents of TEACH Public Schools students will be notified of the changes, in writing, in a timely manner.

### From the Principal

Dear TEACH Tech Students, Parents, Teachers and Community Members,  
My name is Frank Williams and I am excited to again serve as principal at TEACH Tech Charter High School! I am committed to executing our mission of providing students with the tools for personal and academic success in a safe, technologically-focused learning environment. I have been serving students and families at TEACH Public Schools for over 10 years, and I have held a variety of positions at TEACH. I have walked alongside our founders as we watched our educational program transform the lives of many scholars. I have a passion for servicing students who are seeking opportunities to improve themselves, their families, and their communities. It is the goal of TEACH Tech Charter High

School to prepare our scholars in all aspects of readiness to navigate and function successfully in the academic and professional world.

I strongly believe in lifelong learning and its ability to shape, transform and strengthen individuals - so you can count on me to ensure that your son/daughter is prepared for college and beyond. I am proud to partner with you in the effort to get your scholar to and through college.

This school year our instructional focus will be on critical thinking. Ideally, we want your child to be able to state a claim and justify their reasoning with evidence. They will need these skills in college and in their career.

We will also be implementing Project Based Learning into your child's learning experience. Project-based learning (PBL) is a student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems.

To accomplish all of our school goals I will be reviewing teacher lessons and conducting daily teacher observations. I look forward to working with all stakeholder groups to accomplish our school's vision and mission. Please contact me if you have any questions or concerns. My email is [fwilliams@teachps.org](mailto:fwilliams@teachps.org) and my phone number is (213) 949-8623.

Parent Notice: TEACH Tech Charter High School is a school of choice. Each parent of each child at TEACH Tech has chosen TEACH over all other educational options. Regardless of the reasons for this choice, TEACH Tech Charter High School has been in operation for 10 years with the same rules and requirements for all students. These rules cannot change for any 1 student or their parent. By enrolling your child at TEACH, you have voluntarily chosen an environment with a strict uniform and a daily cell phone collection policy. Please do not empower your scholar to violate rules regarding cell phones or uniforms by allowing them to wear items that violate the uniform policy. Our collective goal is to get your scholar to and through college and we have designed the best course for them to get there safely and without distraction.

Frank Williams Principal  
TEACH Tech Charter High School

## **Our Vision**

TEACH Academy seeks to establish a state-of-the art community school in South Los Angeles that will equip students with skills and habits of mind needed to compete in the 21st century. TEACH Academy will reach students of all backgrounds by teaching the entire child which includes the social, physical, emotional, and intellectual needs of the student. Upon graduation, the knowledge and the experiences acquired at this school will be effectively applied to their daily life.

## **Our Mission**

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

## **Our Goals**

- Challenging students by moving away from traditional teaching applications in order to attain academic proficiency at grade level and above.
- Allowing each student, the freedom to learn by exploring cutting edge technologies and concepts
- Enabling students to become creative, self-motivated, competent college bound students, and lifelong learners that live responsibly as informed, and productive members of a complex social, economic, and global society



**Anti-Discrimination Statement**

TEACH Tech Charter High School will have a zero-tolerance policy against discrimination on the basis of ethnicity, national origin, gender, sex, religion, race or disability. This applies to students, employees, and prospective employees.

**COVID 19 Statement:**

Due to covid 19 and the fluid nature of the situation policies and procedures may change throughout the year and that it will be communicated with parents. However, the parent student handbook might not be updated to reflect all the continuing changes throughout the year.

### **Equal Educational Opportunities- Gender Equity**

No student shall, on the basis of his or her identified gender, be denied equal access to programs, activities, services or benefits, or be limited in the exercise of any right, privilege, advantage or opportunity. The Executive Director shall appoint a uniform complaint coordinator for nondiscrimination for the school. Students and parents shall be notified annually of their right to initiate a grievance or complaint of illegal discrimination and of the coordinator to whom such complaints shall be directed.

Within seven (7) calendar days of receiving a grievance or complaint of illegal discrimination, the coordinator shall send a copy of the school's written grievance procedure to the complainant. The coordinator shall investigate the nature and validity of the grievance with those responsible for the program or activity cited by the complainant. The coordinator may seek advice from related state agencies or legal counsel. Within sixty (60) days of receiving the grievance, the coordinator shall render a written decision, including the steps to be taken for further appeal of that decision.

### **Pupil Rights Act (20 U.S.C. 123H)**

Parents have the right to inspect all instructional materials, including teachers' instructional manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation of their child. Parents have:

1. The right to inspect a survey created by a third party before it is administered and distributed to their student;
2. The right to contact the principal and request the viewing of that survey;
3. The right to know the Argenta-Oreana CUSD #1 will make arrangements to protect the privacy of their student with regard to surveys that request personal information;
4. The right to inspect any instructional material used as part of their child's educational curriculum;
5. The right to be informed of any physical examinations or screenings that the district may administer to their student (screenings for head lice will occur periodically-as needed);
6. The right to contact the Principal to have their student opt-out of the survey.

## **Parent's Right to Know**

Right to know about your child's teacher and Paraprofessional

As a parent you have the right to know the qualifications of your child's teacher and/or paraprofessional. You may obtain information from California Department of Education by computer at [www.cde.gov](http://www.cde.gov). You may also send an information request to the, Freedom of Information Act Office at the SED or the District can provide you with information regarding:

- Whether the teacher is certified in the area in which they are teaching,
- Whether the teacher is teaching under emergency or other provisional status
- Whether the State Qualification or certification requirements have been waived, the bachelor degree and major of the teacher, graduate certification of the teacher, the field of discipline of the certification or degree
- And whether the child is provided services of a paraprofessional and if so their qualifications



## II. Academic Program

### Academic Program

Our academic program offers a fully inclusive curriculum that puts all students on track for academic proficiency and eventual college success. The school's curriculum framework is developed for 9-12 grades with the explicit purpose of helping all students reach grade-level proficiency and beyond by the end of 12th grade. The school model pulls together curricular and instructional practices proven most effective with a strong emphasis on low achieving students who are struggling academically in the traditional school setting. All teaching and learning is directed toward student mastery of the California State Standards as well as key college-prep skills, learning strategies, and work habits crucial for long-term academic success.

Our students will move through an age-appropriate curriculum for English-Language Arts, Mathematics, History- Social Studies, Science, and Visual/Performing Arts at each grade level. Spanish, French, and Visual Arts will be among electives available to students who have gone through the remediation courses and subsequently need significantly less time for literacy and numeracy remediation.

## **Student Recruitment**

Students are considered for admission without regard to ethnicity, national origin, gender, disability or sexual orientation. With the exception of proof of immunizations (or acceptable legal alternative), an enrollment application, and birth certificate, no requirements for admission exist. There will be no test or interview as a condition to enrollment in School Name Charter School. No Tuition will be charged. School Name is nonsectarian.

## **Application Process**

The application process is as follows:

1. Parent attendance at a school orientation meeting
2. Completion of the student enrollment forms
3. Parent signature of School Contract
4. Proof of Immunizations
5. Home Language Survey
6. Completion of Emergency Medical Information Form
7. Positive Behavior Intervention & Supports Parent / Student Contract
8. Verification of active account with Parent Communication System (Parent Square)

**Applications of Admission**

Applications will be accepted during a publicly advertised open enrollment period each spring for the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, School Name will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students (2nd year forward) who are guaranteed enrollment in the following school year. All individuals who have contacted School Name regarding enrollment will be notified of the time and place of the lottery and will be encouraged to attend. All prospective students who have completed the enrollment process will have their names entered into the lottery. Names will be drawn at random until the grade level is filled. Once a grade level is drawn to capacity, applications will continue to be drawn for position on a wait list. This wait list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will a wait list carry over to the following school year. In all situations, siblings will have first consideration.

## Our Extended Day- Extended Year

Our extended daily schedule offers additional academic programming and culture-building, character-building, personalized support systems, and activities to help students develop the personal skills and resilience they need for college and life success.

- Tutoring - After –school classes where students receive individual guided practice and homework assistance from teachers and tutors. The Tutoring period is explicitly designed to respond to student achievement data and target student areas of difficulty. Students will also be coached and given the opportunity to practice the learning strategies and work habits that they encounter in their regular course work. For those students needing further intervention, one-on-one tutoring and supplementary remedial instruction may be provided.
- Saturday Academies - students receive additional coaching and practice time to learn school culture and master key standards. The Saturday sessions will occasionally include team-building and college-related activities, along with arts and enrichment programs including practices reflecting Howard Gardner's 'eight intelligences', as well as restorative programs for behavior intervention.
- Summer Session \_ Summer programs will provide critical support for struggling students as well as acceleration and enrichment opportunities for students who have reached grade-level proficiency.

## Report Cards & Progress Reports

All grades can be accessed through our online grading system, and parents can contact teachers to request any one on one meeting to discuss the student's grades and assignments. Progress Reports will be prepared for each student twice a semester, with a Final Semester Report cards will be printed twice a school year.

## Grading System

TEACH Tech follows standards-based grading practices to determine the student's overall final grade that is recorded at the end of each semester. Students will be evaluated on their overall proficiency of the high-priority standards associated with this course. The teacher will evaluate student work and assessments to determine their skill level and assign a score of 1-4 based on the scale below. The overall grade will be determined by averaging the scores on the high-priority standards.

Score

- 4-Advanced
- 3-Proficient
- 2-Basic
- 1-Below Basic

Grading scale

- A: 4.0-3.33
- B: 3.32-2.70
- C: 2.69-2.0
- NP: 1.0-1.99

\*NP=No Progress (Student will not earn credit for the course)

Grades will be updated weekly on the PowerSchool website ([www.powerschool.com](http://www.powerschool.com)). Parents and students will receive online access to their grades and can check them at any time.

- Evidence of student learning can be captured using classroom work (formative) and benchmark tests (summative).

- Students are graded on mastery of the required California Standards. The comprehensive report cards at the end of each academic semester is information to parents about the student's performance in the core curriculum subjects and related elective courses.
- These reports should be examined by the parent/guardian. Non-custodial parents may request a copy of student reports by contacting the office in writing.

## Student Records

The type of information contained in a student's permanent record will be basically identifying information including:

1. Student and parent names and addresses.
2. Date of birth, place, and gender.
3. Academic record.
4. Attendance record.
5. Health record.
6. Record of release of record information.
7. Emergency card information such as emergency address, telephone number, and doctor.
8. The types of information contained in a student's temporary record will include:
9. Family background information.
10. Intelligence test scores, both group and individual.
11. Aptitude test scores.
12. Achievement test results.
13. Teacher anecdotal records.
14. Disciplinary information.

The contents of the school's student record may be challenged by filling out the proper form. This will explain what is being challenged, and why and what is required to remediate the situation. The request is to be brought to the attention of the office manager or principal. Other school personnel, who are involved with the student and need the information, have access to the records without parental consent. The contents of the school student record will be held on file until the date that the student would have graduated. The record will then be destroyed, except for the student's name, address, grades, dates of attendance, and completion of 12th grade.

A listing of directory information, such as name of student, parent/guardian name, address, and telephone number will be made available to authorized school organizations only as needed. If the parent/guardian does not wish to have his or her name listed, he or she must indicate this in writing to the principal prior to the start of school. Student records are subject to the guidelines and regulations set forth in the Federal Family Educational Rights and Privacy Act of 1974 and the California School Student Records Act (Chapter 122, Article 50, California Revised Statutes 1975).

All parents, guardians, or an individual acting as a parent of a student in the absence of a parent, have the right to inspect and review educational records maintained by the school within seven days after the request has been made. Student records are kept in the school that the pupil attends. The right to inspect and review includes the right to a response from the school to reasonable requests for explanations and interpretations of the records, and the right to obtain copies of the records at a reasonable charge. We will make every effort to comply with parental requests as quickly as possible.

No person may condition the granting or withholding of any right, privilege, or benefit, or make as a condition of employment, credit, or insurance, the securing by any individual of any information from a student's temporary record which such individual may obtain by the exercise of any right secured by California law. Individuals have the right to contact the U.S. Department of Education to report alleged failures by any school to comply with student records laws.

## **Make Up Work**

Students are allowed to make-up missed work, assignments and assessments without penalty. Students and parents may and are encouraged to get make-up work for a child who is absent due to illness or injury. Parents are asked to call the school before 10:00 a.m. on the day the make-up work is to be picked up. This gives the teacher adequate time during the day to organize needed materials. Materials may be picked up from the office at the end of the school day.

## **Science Laboratory Instruction**

Students involved in science laboratory experiences shall be protected from contamination from body fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving body fluids will be conducted by way of teacher demonstration rather than by student participation.

## **Library/Textbooks**

TEACH Tech Charter High School focuses on literacy. Excellent reading materials will be provided for students at school. Continuous efforts will be made to teach and model proper use and care of all school books, materials, equipment, and supplies. Students and parents will be held financially responsible for any willful or unnecessary damage to or loss of books, materials, equipment, and supplies belonging to School Name.

If a student should damage or lose a textbook, digital equipment, or classroom supplies, he/she will need to pay the cost of the repairs or replacement. Parent and student will meet with the Principal to go over the damage/lose as well as the repayment or replacement of the materials.

Parents are encouraged to take their children to the public library at least twice a month.

## **Student Supports and Protections**

### ***Section 504 Plan***

Section 504 of the Rehabilitation Act of 1973, states that no otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

- Compliance monitored by the Office of Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability.

Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. If you would like to know more about 504 Plans or other types of assistance available to your student, please contact your Principal.

Special Education Determination for eligibility for special education and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures for referral of students with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such as the Student Study Team (SST). A student shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized.

### Student Study Team (SST)

The Student Study Team is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them. The SST meets to determine what assistance is needed for students who have learning difficulties or who have repeated behavior problems. The team consists of the principal, teacher, parent and others associated with the student's area of need.

### Integrating Physical Activity into the Classroom Setting

For students to receive the nationally-recommended amount of daily physical activity (*i.e.*, at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons; and
- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

### Daily Physical Education (P.E.) 5-10

All students in grades 9-10, including students with disabilities, special health-care needs, and in alternative educational settings, will receive weekly physical education for the entire school year. All physical education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity (*e.g.*, interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

- A minimum of 400 minutes for every 10 school days for students in grades 9-12
- Schools shall be encouraged to annually administer the physical fitness test designated by the State Board of Education to students in grades 5, 7, and 9.

### Physical Activity Opportunities Before and After School

All middle and high schools will offer when appropriate extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools, when appropriate, will offer, interscholastic sports programs. Schools will offer, when feasible, a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

After-school child care and enrichment programs when appropriate will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

### Physical Activity and Punishment

Teachers and other school and community personnel will not use physical activity (*e.g.*, running laps, pushups) or withhold opportunities for physical activity (*e.g.*, recess, physical education) as punishment.



### **III. Student Health, Safety and Wellbeing**

#### **Health and Safety**

##### **Emergency Numbers**

For the safety of every child, it is very important that parents complete the Emergency Card providing the school with an emergency telephone number so that someone may be notified in case of an emergency. This card should be signed and dated. The card will be maintained on file to use in the event of an emergency.

If no telephone is in the home, a telephone number of a relative or family friend must be provided. Any change in address, telephone number, parent's work, physician, or name of the person or persons authorized to pick the child up if the parent is ill or injured should be reported to the office immediately.

##### **Accidents**

Although School Name makes every reasonable effort to prevent student accidents and injuries, accidents occur. The Principal or designee shall develop procedures to ensure that first aid and/or medical attention is provided as quickly as possible and that parents/guardians are notified of accidents. Universal precautions shall be observed whenever it is possible that students, employees or others may have contact with blood or body fluids as a result of the accident. School Name staff shall appropriately report and document student accidents.

##### **Health Services**

TEACH Tech Charter High School is regulated by the State Department of Health Services. All facility inspection reports are available upon request. The health and safety of each student is the foremost responsibility of the school. Health services will be made available to any student needing it. If a student becomes ill at school, and needs assistance, he/she should inform the teacher to receive a referral to go to the office. All injuries must be reported to the teacher. If injuries occur after school they must be reported to the After School Director, after school aide or to the Principal.

It is necessary for current emergency information be on file at all times. Parents must up-date emergency information on a regular basis.

## **Immunizations**

School Name will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. School Name requires written verification from a doctor or immunization clinic of the following immunizations:

- Diphtheria.
- Measles.
- Mumps, except for children who have reached the age of seven years.
- Pertussis (whooping cough), except for children who have reached the age of seven years.
- Poliomyelitis.
- Rubella.
- Tetanus.
- Hepatitis B.
- Varicella (chickenpox), (persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).

### **Physical Examinations**

All pupils are to have completed a health screening examination on or before the day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Section 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten.

Failure to obtain an examination for your child or a waiver will result in your child being denied enrollment.

If your child's medical status changes, please provide the office with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

### **Communicable, Contagious, or Infectious Disease Prevention Policy**

TEACH Tech Charter High School recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease. All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See "Immunizations I Physical Exams" Policy) Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

## **Injuries and Accidents**

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. (See "Blood borne Pathogen Exposure Control Program" Policy)

## **Illness**

If a child is ill he or she **MUST NOT BE SENT TO SCHOOL**. Students who contract a contagious disease such as pink eye, chicken pox, ringworm, impetigo, head lice or other such conditions **SHALL NOT ATTEND SCHOOL**. The child must remain at home until he or she is no longer contagious and declared healthy by a health professional. A doctor's note is required for the student to return to school.

## **Medication at School**

Students are not permitted to carry medication (including inhalers for asthma). If a doctor's note is on file, the Office manager will be permitted to dispense the medication to the student.

The Office Manager and the student's teacher must be informed of any prescription medication that a student is required to take at school. To dispense prescription medication to students, the school must receive a written order from the student's doctor and a permission slip from the student's parent. These notifications must remain on file at the school for duration of time that the student is required to take the medication. All medication should be brought to the office manager by the parent/guardian in its original prescription container, labeled with the student's name, the name of the medication, the date of expiration, and the proper dosage. If medication needs to be administered to the child when the Office manager is not present, a trained staff member will administer the medication.

## **Administration of Medications**

TEACH Tech Charter High School (TTCHS) staff is responsible for the administration of medication to students attending school during regular school hours. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician or surgeon, may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if the School Name receives the appropriate written statements

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, TTCHS shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, along with a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing TTCHS and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

In order for a pupil to be assisted by designated school personnel, School Name shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that School Name assist the pupil in the matters set forth in the statement of the physician.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered only during school hours if determined by a physician to be necessary.
- Designated staff shall keep records of medication administered at the school.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to summer holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.

## Medication Policy

The following procedures will be in effect for the monitoring and use of medication at school:

- Medication will only be allowed at school when failure to take medication could jeopardize the health and/or educational abilities of the student.
- Medication is restricted to students with long-term chronic illnesses or disabilities including, but not limited to, diabetes, attention disorders, asthma, seizure activity, epilepsy, cystic fibrosis, cardiac, neurological, and endocrine disorders. Any other medications should be given by parents/guardians before and/or after school hours.
- No medicines may be administered at school unless directed by a doctor.
- The student must have a medical form completed by the attending physician and his/her parents or guardian on file with the school office.
- All medicine must be in a labeled prescription container and must be kept in the designated place in each building. All asthma inhalers should be kept in the office (labeled) unless a note from a doctor states the inhaler should be kept on the person
- Instructions for dispensing, as well as a date, must be on the container
- Students are expected to take their medication during passing times or lunch times.
- Students are to remember the conditions under which they are to request their medicine.
- Teachers or other personnel are not required to administer the medicine. They may, however, supervise the student taking the medicine.

## **Guidelines to Help Promote a Healthy Environment**

Children are most vulnerable to contracting diseases while in school because of the close contact they maintain. While we cannot prevent this from occurring, with your help we can implement some simple guidelines to help promote a healthy environment.

1. Teach your child the importance of correct hand washing as a means of preventing the spread of germs.
2. Proper disposal of tissues and covering one's mouth when coughing also prevents germs from circulating.
3. If your child is coughing excessively, keep him or her home to prevent exposure to other children.
4. A child should be fever free for 24 hours before returning to school. Temperature may indicate the onset of an illness.
5. A child should remain home if he or she has vomited or experienced diarrhea within a 24-hour period.
6. Communication is essential to maintaining a healthy environment. Please report any contagious diseases your child has been diagnosed to have (e.g., strep throat, chicken pox, pink eye, etc.). The more we know, the better prepared we are to keep your child on the road to good health. When necessary, notices containing information regarding health matters will be sent home

## **First Aid, CPR, and Health Screening**

TEACH Tech Charter High School (TTCHS) recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, TTCHS expects parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Within the TTCHS facilities, a First Aid Kit containing appropriate supplies will be present. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

All teachers are to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all support staff and volunteers.

## **Resuscitation Orders**

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Executive Director, or designee, shall ensure that all parents/guardians are informed of this policy.

## **Head Lice**

To prevent the spread of head lice infestations, TEACH Tech Charter High School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.



The Principal, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in any learning center, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance. Excluded students may return to school when reexamined by the nurse, or designee, shows that all nits and lice have been removed.

### **Fire and Earthquake Drills**

Fire and earthquake drills will be conducted throughout the year. Students are expected to follow teacher instructions.

## SFA Wellness Policy

**Due to children's need to access healthy foods and opportunities to be physically active in order to grow, learn, and thrive; TEACH Schools is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of TEACH SFA that:**

- The schools will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing TEACH SFA school-wide nutrition and physical activity policies.
- All students in grades 9-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

## Breakfast

To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- Schools will, to the extent possible, operate the School Breakfast Program.
- Schools will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, "grab-and-go" breakfast, or breakfast during morning break or recess.
- Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.
- Schools will encourage parents to provide a healthy breakfast for their children.

## Free and Reduced-priced Meals

Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals<sup>5</sup>.

## Meal Times and Scheduling

Schools:

- will provide students with enough time to consume their meal after it has been served.
- should schedule meal periods at appropriate times, *e.g.*, lunch should be scheduled between 11 a.m. and 1 p.m.;
- should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will encourage students to wash or hand sanitize hands before they eat meals or snacks; and
- should take reasonable steps to encourage the tooth-brushing regimens of students with special oral health needs (*e.g.*, orthodontia or high tooth decay risk).

## Sharing of Foods and Beverages

Schools should monitor students sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

## Snacks

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The TEACH SFA will disseminate the guidelines for compliant snacks.

- If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

## Snacks

Students may bring nutritious snacks (fresh fruit, granola bars, cheese, peanut butter and crackers) for break time only.

## Rewards

Schools are encouraged not to use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior,<sup>10</sup> and will not withhold food or beverages (including food served through school meals) as a punishment.

## **Celebrations**

Schools should limit celebrations that involve food during the school day to no more than one party per class per month. It is encouraged that each party include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above).

## **Food Marketing in Schools**

School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above).<sup>11</sup> School-based marketing of brands promoting predominantly low-nutrition foods and beverages<sup>12</sup> is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: sales of healthy food for fundraisers.

## **Staff Wellness**

TEACH SFA highly values the health and well-being of every staff member and will encourage that support personal efforts by staff to maintain a healthy lifestyle.

Physical Education and Physical Activity Opportunities

## **Qualifications of School Food Service Staff**

Qualified nutrition professionals will administer the school meal programs. As part of TEACH SFA it is our responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.<sup>6</sup>

## **School-Sponsored Events**

**(such as, but not limited to, athletic events, dances, or performances)**

It is encouraged that foods and beverages offered or sold at school-sponsored events outside the school day meet the nutrition standards for meals or for foods and beverages sold individually (above).

## **Nutrition Education and Promotion**

TEACH SFA aims to teach, encourage, and support healthy eating by students. It's encouraged that schools provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;

- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs, other school foods, and nutrition-related community services;
- teaches media literacy with an emphasis on food marketing; and
- includes training for teachers and other staff.

### **Safe Routes to School**

TEACH SFA will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk, skate and bike to school. When appropriate, TEACH SFA will work together with local public works, public safety, and/or police departments in those efforts. TEACH SFA will explore the availability of federal "safe routes to school" funds, administered by the state department of transportation, to finance such improvements. TEACH SFA will encourage students to use public transportation when available and appropriate for travel to school, and will work with the local transit agency to provide transit passes for students.

## **IV. Student Conduct**

### **Student Conduct**

### **Student Bullying, Harassment, or Intimidation**

A person is bullied when he/she is exposed to intentional negative actions on the part of one or more students, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected. Bullying often occurs repeatedly and over time.

A person is harassed when he/she perceives or actually experiences discomfort with identity issues in regard to race, color, national origin, gender, disability, sexual orientation, religion, or other identifying characteristics, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected.

A person is intimidated when he/she is subjected to intentional action that seriously threatens and induces a sense of fear and/or inferiority, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected. Bullying, harassment, or intimidation is strictly prohibited by federal law and will not be tolerated in TEACH Public Schools.

Students who engage in behaviors that constitute bullying, harassment, or intimidation will be disciplined according to the procedures set by California Ed Code.

Students who believe that they are victims of harassment should report any such incidences promptly and may employ the Title IX grievance procedure. Students may report bullying, harassment, or intimidation without fear of harmful consequences. Students, parents/guardians, close adult relatives, and/or teachers may complete a form.

**Bullying, Harassment, or Intimidation Reporting Form**

This form may be obtained from the uniform complaint coordinator.



**Telephone and Cell Phones**

The telephone is to be used for business only. If a student needs to place a call, he/she may do so with the permission of a teacher or other adult in the office. If it is necessary for a parent/guardian to call, the message will be relayed to the student as soon as possible. No student will be called out of class to talk on the phone, except in cases of a life or death emergency. All students carrying cellular phones to school will be responsible for leaving their phone in a locked "cell phone bin" which is kept in a secure location, before the start of the school day. All students are subject to random search upon entry to the TTCHS campus. Please be aware that students will not be excused for any tardiness due to this policy. Phones can then be retrieved at the conclusion of the school day. Students in possession of any personal electronic device, including but not limited to: cellular phones, smartphones, smartwatches, tablets, game systems, laptops, are not permitted on campus during the school day without the express prior permission of TTCHS administration. Any student who brings an electronic device to school without following the proper procedure for electronic devices, will have their electronic device confiscated. Confiscated devices will only be released to a parent/guardian or another adult already listed on the student's emergency card the first time the student violates the policy. A second violation results in an in-person parent, student, administration conference to discuss the TTCHS electronic device policy. A third violation will result in the student's device being held by TTCHS administration until the last day of the current semester.

Infractions and consequences are based on a school year unless otherwise noted.

## Student Code of Internet Conduct

The Internet is an exciting and powerful tool for students to research for both academic assignments as well as their own personal interests. As part of our curriculum, pupils have controlled access to the Internet and learn how to use libraries, databases and informational sources on a wide variety of topics. We recognize that some inappropriate material on the Internet may be accessed intentionally or by accident. To guard against this we will use a filtered service from a reliable software provider which regularly monitors web sites.

We will teach students the importance of responsible use of the web and e-mail as well as providing basic rules to maintain the privacy of students. At all times, pupils must agree to follow the Student Code of Internet Conduct summarized below.

1. Access to the Internet at TEACH is for educational purposes.
2. Students will not use the internet system here at TEACH to access material in violation of the following standards:
  - Prohibited Material: any material that appeals to a prurient interest and material that promotes or advocates illegal activities.
  - Restricted Material: sites that contain personal advertisements or facilitate making online connections with other people are restricted unless the school has approved such sites.
  - Limited Access Material: material that is generally considered to be non-educational or entertainment.
  - Limited Access Material may be accessed in the context of specific learning activities that are directed by a teacher or during periods of time that a school may designate as "open access" time. This includes such material as electronic commerce, games, jokes, recreation, entertainment, sports and investments.
3. Students will not disclose your full name or any other personal contact information for any purpose.
4. Students will not disclose names, personal contact information, or any other private or personal information about other students under any circumstances.
5. Students will promptly disclose to their teachers or other school staff any message they receive that is inappropriate or makes them feel uncomfortable. Students should not delete such messages until instructed to do so by a staff member.

## Our Dress Policy

School Name uniform may be purchased at the school site or at most department stores or clothing outlets.

- Every student is required to wear the School Uniform everyday
- All school related club, ASB, athletics, gear that is worn during the 2021-22 school year must be from the 2021-22 school year. No gear from last year.
- Hoods on sweatshirts may not be worn on campus unless it is a TEACH Hoodie with a TEACH logo.

### Bottoms

- Boys and Girls grades 9th-11th black, loose fitting, pants or shorts (shorts must be knee length)
- Boys and Girls grade 12 khaki, loose fitting, pants or shorts (shorts must be knee length)
- Absolutely no “sagging”. Every student will wear their pants in a business casual manner. The definition of sagging is not determined by the student. The definition of sagging is determined by the administration of TEACH Tech Charter High School (TTCHS). All students will wear their pants in the manner described by TEACH administration.
- Uniform pants for all grade levels and all genders must be LOOSE FITTING. Yoga pants or any other type of form fitting pants are never to be worn at TTCHS.
- Belts must be worn at all times by all students at TTCHS. The belt must be “Business Casual” and have a clasp with a tooth to secure the belt. No ring belt clasps. No Bling!

### Tops

- Girls and Boys grades 9th-11th appropriate grade level polo shirt with the school logo.
- Girls and Boys grade 12 white button-down collared shirt with Senior sports jacket with the school logo.
- All clothing must be clean and all uniform shirts will be tucked in for the entire instructional day.

### Shoes

- ALL GRADE LEVELS must wear CLOSED-TOE, RUBBER-SOLED, SOLID COLORED SNEAKERS that are white, brown, black or gray. Absolutely no other colors are allowed. Any accent colors on the shoes must also be white, black, brown or gray. No other accent colors are allowed on shoes worn to TTCHS.

### Hair

- Students must keep their hair neat, clean and well groomed.

### Accessories

- Any attire that may be a distraction will be confiscated. Distracting attire includes but is not limited to accessories such as extra clothing pieces, and excessive and/or large pieces of jewelry. Female students may only wear a pair of earrings no larger than a quarter. Boys are not allowed to wear any earrings.
- All neckwear / jewelry must be tucked into the student’s uniform shirt. However, we urge parents to consider keeping all jewelry at home for student safety.
- All head coverings are unacceptable at TEACH, including head/hair accessories, hats, bandanas, and beanies, headbands, wigs with headbands, ribbons, hair wraps, etc.

## Personal Belongings

The school is not responsible for items that are lost or stolen, including any personal electronic devices brought to campus. Items having a value for one individual usually have an appeal for others. Therefore, all items of value must be kept at home.

**Money and Other Valuable Property**

Students are encouraged to leave all money and other valuable property at home. The School assumes no responsibility for the loss or theft of such articles.

**Candy & Toys**

Students may not bring candy, toys, or other non-school related items to school unless approved by the teacher. The student assumes responsibility for any items brought from home. Toy weapons are strictly prohibited, and no headphones, radios, games, virtual pets, Game Boys, etc., are allowed and will be confiscated and only returned to a parent.

**Lost & Found**

Students may lose items of clothing from time to time. Every article that could possibly be lost should be plainly marked with the child's name on it. It is important every student makes an effort to keep or recover all of his/her belongings. Articles lost and not claimed are given to a charitable organization at the end of each semester.

**Pets & Toys**

Pets may not be brought to school unless a teacher has made a special request. Toys, trading cards, etc. are not to be brought to school. They get lost or taken and become a distracting to learning. All toys, including toy guns, squirt guns, toy knives and toy cell phones are prohibited.

**Vandalism, Theft, and Graffiti**

TEACH Tech Charter High School (TTCHS) considers vandalism a very serious matter. Vandalism includes the negligent, willful, or unlawful damaging and/or theft of any charter school/district-owned real or personal property, including the writing of graffiti.

Any School Name student who commits an act of vandalism shall be subject to disciplinary action by TTCHS and also may be prosecuted through other legal means. If reparation of damages is not made, the TTCHS also may withhold the student's grades, diploma and/or transcripts in accordance with law.

**Weapons and Dangerous Instruments**

In order to maintain order and discipline in School Name and to protect the safety of students, staff and the public, any school employee is authorized to confiscate a weapon, dangerous instrument or imitation firearm from any person on school grounds.

Students possessing or threatening others with a weapon, dangerous instrument or imitation firearm are subject to suspension and/or expulsion in accordance with charter school policy and the law, Board policy and administrative regulations. The principal or designee shall notify law enforcement authorities when any student possesses a weapon or commits any act of assault with a firearm or other weapon.

## Reporting of Injurious Objects

TEACH Tech Charter High School encourages students to promptly report the presence of weapons, injurious objects or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Principal or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The strategy shall also include means of informing staff, students and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

## Discipline

TEACH Tech Charter High School (TTCHS) believes that learning best occurs in an environment that consistently incorporates Character Education, and Discipline into a sound academic program. With that in mind, all students and their parents must sign the TTCHS PBIS contract which holds our students to a high standard of personal conduct. We believe that discipline and learning are directly related. Given the proper environment, we believe that children exhibit their best learning in appropriate ways. In a joint effort of parents and school, students of School Name are taught and expected to follow the discipline guides as set forth by the School 's Board of Directors:

### Responsibility

- Do what you are supposed to do; when you are supposed to do it
- Persevere: keep on trying!
- Be on task
- Always do your best
- Think before you act-consider the consequences
- Be accountable for your choices
- Follow directions
- Respect the rights and belongings of others

### Appropriateness

- Good decision-making
- Positive Communication Skills
- Self-esteem
- Courtesy
- Self Control

### Individual Effort

- Hard Work
- Cooperation
- Collaboration
- Kindness
- Fairness
- Aspiration
- Integrity
- Dignity
- Positive Response to Community

### Personal Attributes

- Appearance
- Punctuality
- Cordiality
- Responsiveness

TTCHS believes that all children can learn when taught well. We recognize that the ultimate objective of education is to enable students to become successful, self-directed learners. This goal is best achieved in a culture of acceptance, high expectation, encouragement, support, and positive motivation. Teachers have a responsibility to maintain a positive learning environment. Discipline is a process by which students are helped to develop an understanding of, and an appreciation for appropriate behavior toward a sound learning experience. The process includes positive behavioral interventions. Any student who interferes with their right or the right of others to learn is engaging in inappropriate behavior. Inappropriate behavior is subject to disciplinary consequences. Students engaging in inappropriate behavior, or students who have conflict with another, is subject to disciplinary consequences. Our students are taught and encouraged to manage and resolve conflict on their own through positive communication skills. If after doing so, students feel that the problem is not resolved, the conflict should be reported to the teacher.

General disciplinary problems may result in disciplinary action by teachers and/or by the principal. The Principal has primary responsibility for defining the school's culture to ensure that student discipline is implemented in a fair, effective manner. Teachers handle discipline. Instructional aides and staff may assist with discipline. Instructional aides and school staff members will make every effort, individually, collectively, and cooperatively to help each student gain acceptable self-discipline standards. Students with repeated behavior problems are referred to the Student Success Team. This team includes the student, parent, teacher, principal and counselor. An action plan is developed to help the student develop constructive behavior patterns.

## **Restorative Justice**

At TEACH, we believe in working with students in order for them to repair any harm that they may have caused to others through words or actions. Students accomplish this through a cooperative process that includes all stakeholders, which can lead to a transformation of people, relationships, and communities.

## V. Parents

### Parents

#### Parent Involvement

A key piece of the school culture to support achievement for all students is a process of continuous communication and collaboration with families. As the student moves through the school year, his/her progress toward individual goals is carefully tracked and shared monthly with families through the means of a Personalized Learning Plan.

Therefore, parental involvement at TEACH Tech Charter High School is required. Our Parents are encouraged to participate individually and as a group for the benefit of the school.

#### Parent Participation

- Enhances the quality of education children receive
- Provides for greater integration of the educational program
- Promotes better understanding between parent and teacher, between parent and child; between home and school; and between school and the community.
- Parental involvement plays an important role in the life of the school and in the resolution of classroom behavior issues.

#### Required Parental Attendance

The Board of Directors of School Name believes that parental involvement plays an important role in the life of the school and in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid school authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian shall also meet with the school Principal or designee.

The Board of Directors encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher may also inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student.

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The Principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.



## **Parent's Right to Know**

Right to know about your child's teacher and Paraprofessional

As a parent you have the right to know the qualifications of your child's teacher and/or paraprofessional. You may obtain information from California Department of Education by computer at [www.cde.gov](http://www.cde.gov). You may also send an information request to the, Freedom of Information Act Office at the SED or the District can provide you with information regarding:

- Whether the teacher is certified in the area in which they are teaching,
- Whether the teacher is teaching under emergency or other provisional status
- Whether the State Qualification or certification requirements have been waived, the bachelor degree and major of the teacher, graduate certification of the teacher, the field of discipline of the certification or degree
- And whether the child is provided services of a paraprofessional and if so their qualifications

### **Visitor Identification**

Visitors are always welcome at TEACH Tech Charter High School, especially parents of our students. To help ensure a safe and secure learning environment for all students, all visitors to TEACH Tech Charter High School are required to sign-in at the main office and to wear a visitor's pass. Faculty and staff are instructed to escort anyone not having a pass to the office immediately for identification.

**Parking**

Please note the parking signs. Double parking is illegal, unsafe and prohibited. The parking lot across the street is for teachers and staff, please refrain from parking in the lot.

### **Conditions for Classroom and School Visitation and Removal Policy**

While TEACH Tech Charter High School (TTCHS) encourages parents/guardians and interested members of the community to visit School Name and view the educational program, TTCHS also endeavors to create a safe environment for students and staff.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the school has established the following procedures, pursuant to California Penal Code Sections 627, ET. seq., to facilitate visits during regular school days:

1. Visits during school hours should first be arranged with the teacher, Principal, or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non- instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher, Principal, or designee.
2. All visitors shall register with the front office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide his/her name, his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the office will provide a visitor with a Visitor's pass to wear as they are being accompanied through the school and any classrooms.
3. The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or actions would disrupt the school, its students, its teachers, or its other employees; and/or would result in damage to property; would result in the distribution or use of unlawful or controlled substances.
4. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
5. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
6. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Executive Director or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Executive Director or the Board President within five days after the denial or revocation. The Executive Director or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Executive Director shall be held within seven days after the Executive Director receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the President receives the request.
7. The Principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.
8. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's permission.

**Conditions for Classroom and School Visitation and Removal Policy Penalties**

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.
2. Further conduct of this nature by the visitor may lead to the school's pursuit of a restraining order against such visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of three (3) years.

## **Volunteers**

Volunteers must come to the office and sign in and sign out when volunteering. A volunteer badge must be worn while on campus. Additionally, all volunteers are required to take a TB test prior to volunteering on campus and have the results on file with the Office.

## **Releasing Students**

If a student becomes too ill to remain in school, a staff member will contact the parents by telephone. The parent is required to pick the child up or arrange for the child to be picked up by an authorized person. Parents must have the name and contact telephone number of an authorized person on the emergency card.

### ***TEACHERS ARE NOT PERMITTED TO RELEASE CHILDREN WITHOUT OFFICE APPROVAL.***

Parents or guardians who wish to take students home before regular dismissal time must come to the school's office for an official release from class. If a student has a specific medical condition, health problem or security need, this information must be reported in writing at the time of enrollment or as soon as it is known, so that appropriate accommodations can be made for the student.

## **Parent/Teacher Conference**

Parents may be required to accompany their child through a school day to monitor and observe his or her behavior. Parents may be required to confer with school staff to concentrate efforts to assist a chronically misbehaving, tardy or truant student.

## **Picking Up Students from School**

If you will be picking your student up before the end of the school day, please send a note to the office, as well as the classroom teachers. If someone other than a parent or guardian is to pick up your child, a signed note is REQUIRED and the adult MUST be named in the Emergency Card.

## **After-School Pick-Up of Students**

Please note the parking signs. Double parking is illegal, unsafe and prohibited. The parking lot next to the school is for teachers and staff, please refrain from parking in the lot. Students will be dismissed from the northern gate on Western Ave and at the southern gate on 107th St. You may find a parking spot in front of the school on Western Ave. or on 107th St. and collect your child.

## VI. Operations

### School-Sponsored Events

**(such as, but not limited to, athletic events, dances, or performances)**

It is encouraged that foods and beverages offered or sold at school-sponsored events outside the school day meet the nutrition standards for meals or for foods and beverages sold individually (above).

### Communications with Parents

The TEACH SFA/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The TEACH SFA will, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus when available. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages.

The TEACH SFA/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school.

### Food Marketing in Schools

School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above).<sup>11</sup> School-based marketing of brands promoting predominantly low-nutrition foods and beverages<sup>12</sup> is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: sales of healthy food for fundraisers.

### Staff Wellness

TEACH SFA highly values the health and well-being of every staff member and will encourage that support personal efforts by staff to maintain a healthy lifestyle.

Physical Education and Physical Activity Opportunities

### Use of School Facilities Outside of School Hours

School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.



## **Monitoring**

The Wellness Committee will ensure compliance with established TEACH SFA school-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the TEACH SFA Wellness Committee.

School food service staff, at the school level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the Wellness Committee (or if done at the school level, to the school principal). In addition, TEACH SFA will report on the most recent USDA Administrative Review findings and any resulting changes.

The Wellness Committee will develop a summary report periodically on TEACH SFA school-wide compliance with TEACH Schools established nutrition and physical activity wellness policies, based on input from schools within TEACH SFA. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in TEACH SFA schools.

Monitor and Policy Review

## **Policy Review**

To help with the initial development of the TEACH SFA wellness policies, each school in the TEACH SFA will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies.<sup>13</sup> The results of those school-by-school assessments will be compiled by the Wellness Committee level to identify and prioritize needs. Assessments will be repeated periodically to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, TEACH SFA will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. TEACH SFA, and individual schools within TEACH SFA, will, as necessary, suggest revisions to the wellness policies and develop work plans to facilitate their implementation.

## VII. Complaints and Forms

### Uniform Complaint Policy and Procedures

#### Scope

The policy of the Board of Directors of TEACH Public Schools (“TEACH”) is to comply with applicable federal and state laws and regulations. TEACH is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any TEACH program or activity; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: After School Education and Safety Programs, Consolidated Categorical Aid Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Special Education Programs, Bilingual Education, Economic Impact Aid, and Tobacco-Use Prevention Education.
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
  - a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
  - b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
    - i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
    - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
    - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
  - c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees. A complaint of noncompliance with laws relating to pupil fees may be filed with the Principal or the Compliance Officer.

d. If the TEACH finds merit in a pupil fees complaint TEACH shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by TEACH to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

(5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If TEACH finds merit in a complaint, or if the Superintendent finds merit in an appeal, TEACH shall provide a remedy to the affected pupil.

TEACH acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. TEACH cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, TEACH will attempt to do so as appropriate. TEACH may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

TEACH prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

#### Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure TEACH's compliance with law:

Superintendent  
TEACH Public Schools  
1846 W. Imperial Hwy.  
Los Angeles, CA 90047

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

Should a complaint be filed against the Superintendent, the compliance officer for that case shall be the President of TEACH Board of Directors.

#### Notifications

The Superintendent or designee shall annually provide written notification of TEACH's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in TEACH speak a single primary language other than English.

The Superintendent or designee shall make available copies of TEACH's uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that TEACH is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal TEACH 's decision to the CDE by filing a written appeal within 15 days of receiving TEACH decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

#### Procedures

The following procedures shall be used to address all complaints which allege that TEACH has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by TEACH.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, TEACH staff shall assist him/her in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend TEACH's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide TEACH's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

TEACH's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Response**

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of TEACH's investigation and decision, as described in Step #5 below, within sixty (60) days of TEACH's receipt of the complaint.

- **Step 5: Final Written Decision**

TEACH's decision shall be in writing and sent to the complainant. TEACH's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal TEACH's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of TEACH's expectations. The report shall not give any further information as to the nature of the disciplinary action.

#### Appeals to the California Department of Education

If dissatisfied with TEACH's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving TEACH's decision. The appeal should be sent to:

California Department of Education  
1430 N Street  
Sacramento, CA 95814  
Telephone: (916) 319-0800

When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of TEACH's decision.

Upon notification by the CDE that the complainant has appealed TEACH's decision, the Superintendent or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by TEACH, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of TEACH's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by TEACH when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which TEACH has not taken action within sixty (60) days of the date the complaint was filed with TEACH.

#### Civil Law Remedies

A complainant may pursue available civil law remedies outside of TEACH's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if TEACH has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR § 4622.



### Uniform Complaint Procedure Form

Last Name: \_\_\_\_\_ First Name/MI: \_\_\_\_\_

Student Name (if applicable): \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Street Address/Apt.#: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

School/Office of Alleged Violation: \_\_\_\_\_

**For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:**

- Special Education
- Pupil Fees
- Bilingual Education
- After School Education and Safety
- Consolidated Categorical Aid
- Child Nutrition
- No Child Left Behind Programs
- Every Student Succeeds Act Prog.
- Local Control Funding Formula
- Foster/Homeless Youth
- Tobacco-Use Prevention Education
- Lactating Pupils
- Economic Impact Aid

**For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:**

- Age
- Ancestry
- Color
- Disability (Mental or Physical)
- Ethnic Group Identification
- Medical Condition
- Gender / Gender Expression / Gender Identity
- Genetic Information
- National Origin
- Race or Ethnicity
- Religion
- Sex (Actual or Perceived)
- Sexual Orientation (Actual or Perceived)
- Based on association with a person or group with one or more of these actual or perceived characteristics
- Marital Status

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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2. Have you discussed your complaint or brought your complaint to any TEACH personnel? If you have, to whom did you take the complaint, and what was the result?

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3. Please provide copies of any written documents that may be relevant or supportive of your complaint.  
I have attached supporting documents.  Yes  No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mail complaint and any relevant documents to:  
Superintendent  
TEACH Public Schools  
10600 S. Western Avenue  
Los Angeles, CA 90047

## General Complaints

The Board of Directors of TEACH Public Schools (“TEACH”) has adopted this General Complaint Policy to address concerns about TEACH generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the TEACH Anti-Discrimination, Sexual Harassment, Harassment, and Bullying Policy and/or TEACH Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures will be appropriate.

### Internal Complaints

(Complaints by Employees against Employees)

This section of the policy is for use when an TEACH employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Superintendent or designee:

1. The complainant will bring the matter to the attention of the Superintendent as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Superintendent or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Superintendent, the complainant may file his or her complaint in a signed writing to the Chair of the TEACH Board of Directors, who will then confer with the Board of Directors and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board of Directors. The Chair or investigator will report his or her findings to the Board of Directors for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, TEACH values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

### Policy for Complaints Generally

(General Complaints and Complaints by Third Parties against Employees)

This section of the policy is for use when either a complaint does not fall under other complaint procedures or a third party (non-employee) raises a complaint or concern about TEACH generally, or an TEACH employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Superintendent or Chair of the TEACH Board of Directors (only if the complaint concerns the Superintendent) as soon as possible after the events that give rise to the complainant’s concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Superintendent (or designee) shall abide by the following process:

1. The Superintendent or designee shall use his or her best efforts to ascertain the facts relating to the complaint. Where applicable, the Superintendent or designee shall talk with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts.

2. In the event that the Superintendent (or designee) finds that a complaint is valid, the Superintendent (or designee) may take appropriate action to resolve the problem. Where the complaint is against an employee of TEACH, the Superintendent may take disciplinary action against the employee. As appropriate, the Superintendent (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Superintendent's (or designee's) decision relating to the complaint shall be final unless it is appealed to the TEACH Board of Directors. The decision of the Board of Directors shall be final.

### **General Requirements**

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

3. Resolution: The TEACH Board of Directors (if a complaint is about the Superintendent) or the Superintendent or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

### General Complaint Form

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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I hereby authorize TEACH to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_ Date: \_\_\_\_\_  
Signature of Complainant

\_\_\_\_\_  
Print Name

To be completed by TEACH:

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

## HARASSMENT COMPLAINT FORM

*It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.*

*If you are an employee of the School, you may file this form with the Principal or Board President.*

*Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.*

*The School will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.*

*In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide, the more likely it is that the School will be able to address your complaint to your satisfaction.*

*Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s):  
\_\_\_\_\_

Name of Person(s) you believe sexually harassed you or someone else:  
\_\_\_\_\_

List any witnesses that were present:  
\_\_\_\_\_

Where did the incident(s) occur?  
\_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional Pages if needed):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant: \_\_\_\_\_

Print Name: \_\_\_\_\_

**To be completed by School:**

Received by Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Parent/Student Signature Page

Our signatures below indicate that we have received, read for understanding, and agree to follow the policies and guidelines found in the Student/Parent Handbook 2024-2025.

\_\_\_\_\_  
Student Name (please print)

\_\_\_\_\_  
Grade Level

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date



# TEACH TECH Charter High

## School



## Student and Parent Handbook 2024-2025

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## **Board of Directors**

The Board of Directors of TEACH Public Schools is a policy-making board which oversees the fundamental aspects of the School. The Board, when fully constituted, shall be composed of at least five (5) and no more than nine (9) directors, including parents and community members. Board members shall have expertise in finance, law, non-profit governance, fundraising, school leadership, and academic program development. It shall consist of at least three members with career public school teaching experience, one member with legal background, one member representing the business community, one member representing parents, and one member with governmental experience. The members will have a two-year term. The TEACH Public Schools Principal and the Executive Directors shall be ex officio members of the Board. In accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors of the School. There shall be a non-voting member of LAUSD on the Board of Directors, as appointed by the District.

## **ANNUAL NOTIFICATION AND GUIDELINES**

This Student Family Handbook enumerates sections of the Education Code that require annual parent guardian notification. (Education Code 48980[a])

California state law governs the basic operation of public schools, and the legislature regularly passes new laws affecting the quality and availability of education, as well as laws mandating that local school districts undertake new responsibilities.

These laws often require that TEACH adequately inform parents of the opportunities and protection to which they are entitled. TEACH complies with this by providing families with this Annual Notification in the Student Family Handbook at the beginning of each school year and by issuing the same publication to new families as they enter TEACH schools during the year.

The following contains a summary of state law provisions with which all parents and guardians should be familiar. In some cases, the laws have been summarized, and the precise code number has been provided should parents require more detailed information. "Education Code" is the area of state law that affects education most directly.

The Student Family Handbook will be published annually. All registered families of TEACH Public Schools will indicate their willingness to be governed by the Student Family Handbook by signing annually a written statement to that effect. The Administration reserves the right to amend the Handbook at any time for just cause. Parents of TEACH Public Schools students will be notified of the changes, in writing, in a timely manner.

### **From the Principal**

Dear TEACH Tech Students, Parents, Teachers and Community Members,

My name is Frank Williams and I am excited to again serve as principal at TEACH Tech Charter High School! I am committed to executing our mission of providing students with the tools for personal and academic success in a safe, technologically-focused learning environment.

I am beginning my twelfth year serving students and families at TEACH Public Schools, I have held a variety of positions at TEACH and I have watched our educational program transform the lives of many

scholars. I have a passion for servicing students who are seeking opportunities to improve themselves, their families, and their communities. It is the goal of TEACH Tech Charter High School to prepare our scholars in all aspects of readiness to navigate and function successfully in the academic and professional world.

I strongly believe in lifelong learning and its ability to shape, transform and strengthen individuals - so you can count on me to ensure that your son/daughter is prepared for college and beyond. More specifically, by the time your child graduates we will have:

1. Prepared him/her for academic success in high school; as well as, post-secondary education
2. Prepare him/her to be responsible and active participants in their community
3. Enable him/her to become life-long learners

This school year our instructional focus will be on critical thinking. Ideally, we want your child to be able to state a claim and justify their reasoning with evidence. They will need these skills in college and in their career.

We will also be implementing Project Based Learning into your child's learning experience. Project-based learning (PBL) is a student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems.

To accomplish all of our school goals I will be reviewing teacher lessons and conducting daily teacher observations. I look forward to working with all stakeholder groups to accomplish our school's vision and mission. Please contact me if you have any questions or concerns. My email is [fwilliams@teachps.org](mailto:fwilliams@teachps.org) and my phone number is (213) 949-8623.

Parent Notice: TEACH Tech Charter High School is a school of choice. Each parent of each child at TEACH Tech has chosen TEACH over all other educational options. Regardless of the reasons for this choice, TEACH Tech Charter High School has been in operation for 10 years with the same rules and requirements for all students. These rules cannot change for any 1 student or their parent. By enrolling your child at TEACH, you have voluntarily chosen an environment with a strict uniform and a daily cell phone collection policy. Please do not empower your scholar to violate rules regarding cell phones or uniforms by allowing them to wear items that violate the uniform policy. Our collective goal is to get your scholar to and through college and we have designed the best course for them to get there safely and without distraction.

Frank Williams  
Principal  
TEACH Tech Charter High School

*TEACH TECH Charter High School is*

- ❖ *An innovative, dynamic, creative, educationally enriching institute of positive-driven learning.*

*TEACH TECH Charter High School is*

- ❖ *A reflection of what is possible in urban schools*

## **Our Vision**

TEACH Academy seeks to establish a state-of-the art community school in South Los Angeles that will equip students with skills and habits of mind needed to compete in the 21st century. TEACH Academy will reach students of all backgrounds by teaching the entire child which includes the social, physical, emotional, and intellectual needs of the student. Upon graduation, the knowledge and the experiences acquired at this school will be effectively applied to their daily life.

## **Our Mission**

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

## **Our Goals**

- Challenging students by moving away from traditional teaching applications in order to attain academic proficiency at grade level and above.
  - Allowing each student, the freedom to learn by exploring cutting edge technologies and concepts
  - Enabling students to become creative, self-motivated, competent college bound students, and lifelong learners that live responsibly as informed, and productive members of a complex social, economic, and global society

## **Anti-Discrimination Statement**

School Name will have a zero-tolerance policy against discrimination on the basis of ethnicity, national origin, gender, sex, religion, race or disability. This applies to students, employees, and prospective employees.

### **COVID 19 Statement:**

Due to covid 19 and the fluid nature of the situation policies and procedures may change throughout the year and that it will be communicated with parents. However, the parent student handbook might not be updated to reflect all the continuing changes throughout the year.

## **Equal Educational Opportunities- Gender Equity**

No student shall, on the basis of his or her identified gender, be denied equal access to programs, activities, services or benefits, or be limited in the exercise of any right, privilege, advantage or opportunity. The Executive Director shall appoint a uniform complaint coordinator for nondiscrimination for the school. Students and parents shall be notified annually of their right to initiate a grievance or complaint of illegal discrimination and of the coordinator to whom such complaints shall be directed.

Within seven (7) calendar days of receiving a grievance or complaint of illegal discrimination, the coordinator shall send a copy of the school's written grievance procedure to the complainant. The coordinator shall investigate the nature and validity of the grievance with those responsible for the program or activity cited by the complainant. The coordinator may seek advice from related state agencies or legal counsel. Within sixty (60) days of receiving the grievance, the coordinator shall render a written decision, including the steps to be taken for further appeal of that decision.

### **Student Bullying, Harassment, or Intimidation**

A person is bullied when he/she is exposed to intentional negative actions on the part of one or more students, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected. Bullying often occurs repeatedly and over time.

A person is harassed when he/she perceives or actually experiences discomfort with identity issues in regard to race, color, national origin, gender, disability, sexual orientation, religion, or other identifying characteristics, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected.

A person is intimidated when he/she is subjected to intentional action that seriously threatens and induces a sense of fear and/or inferiority, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected. Bullying, harassment, or intimidation is strictly prohibited by federal law and will not be tolerated in TEACH Public Schools.

Students who engage in behaviors that constitute bullying, harassment, or intimidation will be disciplined according to the procedures set by California Ed Code.

Students who believe that they are victims of harassment should report any such incidences promptly and may employ the Title IX grievance procedure. Students may report bullying, harassment, or intimidation without fear of harmful consequences. Students, parents/guardians, close adult relatives, and/or teachers may complete a form.

### **Bullying, Harassment, or Intimidation Reporting Form**

This form may be obtained from the uniform complaint coordinator.

### **Parking**

Please note the parking signs. Double parking is illegal, unsafe and prohibited. The parking lot across the street is for teachers and staff, please refrain from parking in the lot.

### **Library/Textbooks**

School Name focuses on literacy. Excellent reading materials will be provided for students at school. Continuous efforts will be made to teach and model proper use and care of all school books, materials, equipment, and supplies. Students and parents will be held financially responsible for any willful or unnecessary damage to or loss of books, materials, equipment, and supplies belonging to School Name.

If a student should damage or lose a textbook, digital equipment, or classroom supplies, he/she will need to pay the cost of the repairs or replacement. Parent and student will meet with the Principal to go over the damage/lose as well as the repayment or replacement of the materials.

Parents are encouraged to take their children to the public library at least twice a month.

### **Counseling Program**

Group and individual counseling is provided for students at the school. Students may be recommended by parents or by the teacher for such service. Parents must give written consent for students to participate in any Counseling Program.

## **Visitor Identification**

Visitors are always welcome at the School Name, especially parents of our students. To help ensure a safe and secure learning environment for all students, all visitors to School Name are required to sign-in at the main office and to wear a visitor's pass. Faculty and staff are instructed to escort anyone not having a pass to the office immediately for identification.

## **Conditions for Classroom and School Visitation and Removal Policy**

While School Name encourages parents/guardians and interested members of the community to visit School Name and view the educational program, School Name also endeavors to create a safe environment for students and staff.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the school has established the following procedures, pursuant to California Penal Code Sections 627, ET. seq., to facilitate visits during regular school days:

1. Visits during school hours should first be arranged with the teacher, Principal, or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non- instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher, Principal, or designee.
2. All visitors shall register with the front office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide his/her name, his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the office will provide a visitor with a Visitor's pass to wear as they are being accompanied through the school and any classrooms.
3. The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or actions would disrupt the school, its students, its teachers, or its other employees; and/or would result in damage to property; would result in the distribution or use of unlawful or controlled substances.
4. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
5. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
6. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Executive Director or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Executive Director or the Board President within five days after the denial or revocation. The Executive Director or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A



hearing before the Executive Director shall be held within seven days after the Executive Director receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the President receives the request.

7. The Principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

8. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's permission.

### **Conditions for Classroom and School Visitation and Removal Policy Penalties**

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.

2. Further conduct of this nature by the visitor may lead to the school's pursuit of a restraining order against such visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of three (3) years.

### **Volunteers**

Volunteers must come to the office and sign in and sign out when volunteering. A volunteer badge must be worn while on campus. Additionally, all volunteers are strongly required to take a TB test and have the results on file with the Office.

### **Telephone and Cell Phones**

The telephone is to be used for business only. If a student needs to place a call, he/she may do so with the permission of a teacher or other adult in the office. If it is necessary for a parent/guardian to call, the message will be relayed to the student as soon as possible. No student will be called out of class to talk on the phone, except in cases of a life or death emergency. All students carrying cellular phones to school will be responsible for leaving their phone in "cell phone bin" before the start of the school day. Please be aware that students will not be excused for any tardiness due to this policy. Phones can then be retrieved at the conclusion of the school day. Cellular phones are not permitted on campus during the school day. Any student who brings a cellular phone to school without following the cell phone procedure, will have the phone confiscated and will only be released to a parent/guardian.

Infractions and consequences are based on a school year unless otherwise noted.

### **Physical Education**

Students are required to participate in daily physical education activities. A varied program provides for participation geared toward individual growth and development. If a student is recovering from a minor illness, he/she may be excused from physical education for one to three days in a semester at the parent's request. If a student needs to be excused from physical education for longer than three days in congruence in a semester, a doctor's note is required. For student safety, tennis shoes are required for physical education class. Physical Education students may be accompanied to Jesse Owens Parks with his/her P.E Teacher. Parents will sign off at the beginning of the school year (see insert at the end of the handbook)

Students excused from physical education, due to medical reasons, will be required to complete and to submit written work assigned by the physical education instructor.

Students excused from physical education, due to medical reasons, may not participate in an athletic event that day.

### **Student Code of Internet Conduct**

The Internet is an exciting and powerful tool for students to research for both academic assignments as well as their own personal interests. As part of our curriculum, pupils have controlled access to the Internet and learn how to use libraries, databases and informational sources on a wide variety of topics. We recognize that some inappropriate material on the Internet may be accessed intentionally or by accident. To guard against this we will use a filtered service from a reliable software provider which regularly monitors web sites.

We will teach students the importance of responsible use of the web and e-mail as well as providing basic rules to maintain the privacy of students. At all times, pupils must agree to follow the Student Code of Internet Conduct summarized below.

1. Access to the Internet at TEACH is for educational purposes.
2. Students will not use the internet system here at TEACH to access material in violation of the following standards:
  - Prohibited Material: any material that appeals to a prurient interest and material that promotes or advocates illegal activities.
  - Restricted Material: sites that contain personal advertisements or facilitate making online connections with other people are restricted unless the school has approved such sites.
  - Limited Access Material: material that is generally considered to be non-educational or entertainment. · Limited Access Material may be accessed in the context of specific learning activities that are directed by a teacher or during periods of time that a school may designate as "open access" time. This includes such material as electronic commerce, games, jokes, recreation, entertainment, sports and investments.
3. Students will not disclose your full name or any other personal contact information for any purpose.
4. Students will not disclose names, personal contact information, or any other private or personal information about other students under any circumstances.
5. Students will promptly disclose to their teachers or other school staff any message they receive that is inappropriate or makes them feel uncomfortable. Students should not delete such messages until instructed to do so by a staff member.

### **Student Recruitment**

Students are considered for admission without regard to ethnicity, national origin, gender, disability or sexual orientation. With the exception of proof of immunizations (or acceptable legal alternative), an enrollment application, and birth certificate, no requirements for admission exist. There will be no test

or interview as a condition to enrollment in School Name Charter School. No Tuition will be charged. School Name is nonsectarian.

### **Application Process**

The application process is as follows:

1. Parent attendance at a school orientation meeting
2. Completion of the student enrollment forms
3. Parent signature of School Contract
4. Proof of Immunizations
5. Home Language Survey
6. Completion of Emergency Medical Information Form

### **Applications of Admission**

Applications will be accepted during a publicly advertised open enrollment period each spring for the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, School Name will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students (2nd year forward) who are guaranteed enrollment in the following school year. All individuals who have contacted School Name regarding enrollment will be notified of the time and place of the lottery and will be encouraged to attend. All prospective students who have completed the enrollment process will have their names entered into the lottery. Names will be drawn at random until the grade level is filled. Once a grade level is drawn to capacity, applications will continue to be drawn for position on a wait list. This wait list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will a wait list carry over to the following school year. In all situations, siblings will have first consideration.

### **Academic Program**

Our academic program offers a fully inclusive curriculum that puts all students on track for academic proficiency and eventual college success. The school's curriculum framework is developed for all grades with the explicit purpose of helping all students reach grade-level proficiency and beyond by the end of 9th grade. The school model pulls together curricular and instructional practices proven most effective with a strong emphasis on low achieving students who are struggling academically in the traditional school setting. All teaching and learning is directed toward student mastery of the California State Standards as well as key college-prep skills, learning strategies, and work habits crucial for long-term academic success.

Our students will move through an age-appropriate curriculum for English-Language Arts, Mathematics, History- Social Studies, Science, and Visual/Performing Arts at each grade level. Spanish, French, and Visual Arts will be among electives available to students who have gone through the remediation courses and subsequently need significantly less time for literacy and numeracy remediation.

### **Our Extended Day- Extended Year**

Our extended daily schedule offers additional academic programming and culture-building, character-building, personalized support systems, and activities to help students develop the personal skills and resilience they need for college and life success.

- Tutoring - After –school classes where students receive individual guided practice and homework assistance from teachers and tutors. The Tutoring period is explicitly designed to respond to student achievement data and target student areas of difficulty. Students will also be coached and given the opportunity to practice the learning strategies and work habits that they encounter in their regular course work. For those students needing further intervention, one-on-one tutoring and supplementary remedial instruction may be provided.
- Saturday Academies - students receive additional coaching and practice time to learn school culture and master key standards. The Saturday sessions will occasionally include team-building and college-related activities, along with arts and enrichment programs including practices reflecting Howard Gardner's 'eight intelligences'.
- Summer Session \_ Summer programs will provide critical support for struggling students as well as acceleration and enrichment opportunities for students who have reached grade-level proficiency.

### **Report Cards & Progress Reports**

All grades can be accessed through our online grading system, and parents can contact teachers to request any one on one meeting to discuss the student's grades and assignments. Progress Reports will be prepared for each student twice a semester, with a Final Semester Report cards will be printed twice a school year.

### **Grading System**

The grading scale is based on the degree to which students demonstrate proficiency on content area standards. The academic grade scale is composed of A, B, C, or Fail.

A 3.40-4.00

B 2.70-3.39

C 2.00-2.69

Fail 1.99 and Below

- Evidence of student learning can be captured using classroom work (formative) and benchmark tests (summative).
- Students are graded on mastery of the required California Standards. The comprehensive report cards at the end of each academic semester is information to parents about the student's performance in the core curriculum subjects and related elective courses.
- These reports should be examined by the parent/guardian. Non-custodial parents may request a copy of student reports by contacting the office in writing.

### **Grading Levels**

- **Advanced Mastery:** Outstanding level of performance (4) - Indicates that the pupil has done excellent work and has mastered the course objectives, consistently does excellent work with skill and thoroughness; and consistently has applied knowledge gained to new situations.
- **Proficient Mastery:** High level of performance (3) - Indicates that the pupil has done above average work, mastered all of the course objectives; and has applied knowledge gained to new situations.
- **Approaching Proficient Mastery:** Satisfactory level performance (2) - Indicates that the pupil has done average work and has mastered many of the objectives of the course.
- **At Risk:** Needs improvement in performance (1) - Indicates that the pupil has done below average work and has mastered few of the objectives of the course OR the pupil's work fell below a level of acceptance for the course and was unsatisfactory.
- The final student grade is based on summative assessments (i.e. unit exams, standards-based projects, midterm exams, final exams, presentations, etc.).

All students are allowed to redo any non-passing standards/assessments. At TEACH we strive to make sure that all of our students are successful.

### **Make Up Work**

Parents may and are encouraged to get make-up work for a child who is absent due to illness or injury. Parents are asked to call the school before 10:00 a.m. on the day the make-up work is to be picked up. This gives the teacher adequate time during the day to organize needed materials. Materials may be picked up from the office at the end of the school day.

### **Student Records**

The type of information contained in a student's permanent record will be basically identifying information including:

1. Student and parent names and addresses.
2. Date of birth, place, and gender.
3. Academic record.
4. Attendance record.
5. Health record.
6. Record of release of record information.
7. Emergency card information such as emergency address, telephone number, and doctor.
8. The types of information contained in a student's temporary record will include:
9. Family background information.
10. Intelligence test scores, both group and individual.
11. Aptitude test scores.
12. Achievement test results.
13. Teacher anecdotal records.
14. Disciplinary information.

The contents of the school's student record may be challenged by filling out the proper form. This will explain what is being challenged, and why and what is required to remediate the situation. The request is to be brought to the attention of the office manager or principal. Other school personnel, who are involved with the student and need the information, have access to the records without parental consent.

The contents of the school student record will be held on file until the date that the student would have graduated. The record will then be destroyed, except for the student's name, address, grades, dates of attendance, and completion of 12th grade.

A listing of directory information, such as name of student, parent/guardian name, address, and telephone number will be made available to authorized school organizations only as needed. If the parent/guardian does not wish to have his or her name listed, he or she must indicate this in writing to the principal prior to the start of school. Student records are subject to the guidelines and regulations set forth in the Federal Family Educational Rights and Privacy Act of 1974 and the California School Student Records Act (Chapter 122, Article 50, California Revised Statutes 1975).

All parents, guardians, or an individual acting as a parent of a student in the absence of a parent, have the right to inspect and review educational records maintained by the school within seven days after the request has been made. Student records are kept in the school that the pupil attends. The right to inspect and review includes the right to a response from the school to reasonable requests for explanations and interpretations of the records, and the right to obtain copies of the records at a reasonable charge. We will make every effort to comply with parental requests as quickly as possible. No person may condition the granting or withholding of any right, privilege, or benefit, or make as a condition of employment, credit, or insurance, the securing by any individual of any information from a student's temporary record which such individual may obtain by the exercise of any right secured by California law. Individuals have the right to contact the U.S. Department of Education to report alleged failures by any school to comply with student records laws.

### **Free and/or Reduced Breakfast or Lunch**

ALL students will receive a form to apply for free and/or reduced lunch and breakfast. If the family is entitled to this benefit, the information requested must be filled out and the form returned to school with the child. The forms will be sent to the school staff person in charge of this program.

### **TEACH Wellness Plan**

Due to children's need to access healthy foods and opportunities to be physically active in order to grow learn, and thrive; TEACH Schools is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. You can find the TEACH Wellness Plan attached.

### ***Meals***

Breakfast and lunch are served to all students participating in the Free/Reduced Lunch program. Breakfast and lunch are designed to provide proper nutritional value.

### ***Snacks***

Students may bring nutritious snacks (fresh fruit, granola bars, cheese, peanut butter and crackers)

for break time only. **Student Conduct:**

### ***Attendance***

Students of School Name are expected to maintain perfect attendance. Only excused absences are acceptable.

The following reasons are sufficient cause for an excused absence:

- Illness
- Death in the Family
- Emergency Conditions as determined by the school Principal
- Prior permission from the school Principal

California law states that every student shall attend school punctually and regularly and conform to the regulations of the school. It is our policy that students attend class regularly; that work missed because of school related activities or illness must be promptly made-up; that truancy is unacceptable; and that other absences approved by the parent be minimized or avoided whenever possible.

TEACH Tech strives to achieve our goal of at least a 98% attendance rate each month and for the entire school year.

#### UNEXCUSED ABSENCE CONSEQUENCE CHART

Number of Unexcused Absences	
1-2	<ul style="list-style-type: none"> <li>● Call from school and request for written valid excuse</li> </ul>
3	<ul style="list-style-type: none"> <li>● 1<sup>st</sup> Truancy notice sent home</li> <li>● Call from school</li> </ul>
6	<ul style="list-style-type: none"> <li>● 2<sup>nd</sup> Truancy notice sent home</li> <li>● Meeting held and contract established</li> </ul>
9 or Broken Contract	<ul style="list-style-type: none"> <li>● 3<sup>rd</sup> Truancy notice sent home</li> <li>● Student classified as a Habitual Truant, referral to appropriate authorities</li> </ul>

#### TARDY POLICY & CONSEQUENCE CHART

School begins promptly at 8:00am and all students are expected to arrive to school on time. Whenever a child enters a classroom late, it disrupts the entire class. Please make every effort to assure that your child arrives at school on-time.

<b><i>Number of Tardies (Less than 30 mins)</i></b>	<b><i>Consequences</i></b>
<b><i>1-2</i></b>	<ul style="list-style-type: none"> <li>● <b><i>Call from school and request for written valid excuse.</i></b></li> </ul>
<b><i>3</i></b>	<ul style="list-style-type: none"> <li>● 1<sup>st</sup> Official Notice sent home.</li> <li>● Call from school.</li> </ul>

6	<ul style="list-style-type: none"> <li>● 2<sup>nd</sup> Official Notice sent home.</li> <li>● Attendance Supervisor notified.</li> </ul>
9	<ul style="list-style-type: none"> <li>● 3<sup>rd</sup> Official Notice sent home.</li> <li>● Referral to School Attendance Team</li> <li>● meeting held and agreement established.</li> </ul>

### ***Absences***

Parents must contact the school office by phone whenever a child is going to be absent. A written excuse must accompany the child upon the return to school. If student is absent three or more days consecutively, a doctor's note is required.

### ***Tardiness***

Instruction at School Name begins promptly at 8:00 a.m. It is critical that all students be present and prepared to begin instruction on time. A student who is late misses valuable instructional time. Therefore, students must arrive at school by 7:50 a.m. If a student is tardy four times in a marking period, the problem will be regarded as chronic, and a parent conference will be requested to discuss correcting the problem.

### ***Dress Code***

School Name adheres to a strict student dress code. Students at School Name are required to wear School Uniforms. This policy is designed to permit students to focus their attention away from fashion and style, and on to academics and those aspects of their personalities that are truly important.

Cleanliness and good grooming are encouraged at all times. A neat and attractive appearance encourages a child to do his/her best schoolwork, to maintain a high standard of academic achievement, and good relations with fellow students, teachers, and staff.

#### ***Core Truths:***

- Wearing the School Uniform is less expensive than wearing regular school clothing
- Wearing the School Uniform eliminates label competition
- Wearing the School Uniform helps to create an environment conducive to learning
- Wearing the School Uniform enhances student achievement
- Wearing the School Uniform encourages positive behavior



- Wearing the School Uniform promotes a sense of school and community pride
- Wearing the School Uniform increases campus safety and security

### **Our Dress Policy**

School Name uniform may be purchased at the school site or at most department stores or clothing outlets.

- Every student is required to wear the School Uniform everyday
- All School Related club, ASB, athletics, gear that is worn during the 2020-21 school year must be from the 2020-21 school year. No gear from last year.
- Hoods on sweatshirts may not be worn on campus.

#### **Bottoms**

- Boys and Girls grades 9th-11th black pants
- Boys and Girls grade 12 khaki Pants
- Absolutely no “sagging”. Every student will wear their pants in a business casual manner. The definition of sagging is not determined by the student. The definition of sagging is determined by the administration of School Name. All students will wear their pants in the manner described by TEACH administration.
- Uniform pants for all grade levels and all genders must be LOOSE FITTING. Yoga pants or any other type of form fitting pants are never to be worn at School Name.
- Belts must be worn at all times by all students at School Name. The belt must be “Business Casual”. No Bling!

#### **Tops**

- Girls and Boys grades 9th-11th appropriate grade level polo shirt with the school logo.
- Girls and Boys grade 12 white button-down collared shirt with blue sports jacket with the school logo.
- All clothing must be clean and all uniform shirts will be tucked in for the entire instructional day.

#### **Shoes**

- ALL GRADE LEVELS must wear CLOSED-TOE, RUBBER-SOLED, SOLID COLORED SNEAKERS that are white, brown, black or gray. Absolutely no other colors are allowed. Any accent colors on the shoes must also be white, black, brown or gray. No other accent colors are allowed on shoes worn to School Name

#### **Hair**

- Students must keep their hair neat, clean and well groomed.

#### **Accessories**

- Any attire that may be a distraction will be confiscated. Distracting attire includes but is not limited to accessories such as extra clothing pieces, and excessive and/or large pieces of jewelry. Female students may only wear a pair of earrings no larger than a quarter. Boys are not allowed to wear any earrings.

- All neckwear / jewelry must be tucked into the student's uniform shirt. However, we urge parents to consider keeping all jewelry at home for student safety.
- All head coverings are unacceptable at TEACH, including head/hair accessories, hats, bandanas, and beanies, etc.

### **Personal Belongings**

The school is not responsible for items that are lost or stolen. Items having a value for one individual usually have an appeal for others. Therefore, all items of value must be kept at home.

### **Vandalism, Theft, and Graffiti**

School Name considers vandalism a very serious matter. Vandalism includes the negligent, willful, or unlawful damaging and/or theft of any charter school/district-owned real or personal property, including the writing of graffiti.

Any School Name student who commits an act of vandalism shall be subject to disciplinary action by the Charter School and also may be prosecuted through other legal means. If reparation of damages is not made, the School Name also may withhold the student's grades, diploma and/or transcripts in accordance with law.

### **Weapons and Dangerous Instruments**

In order to maintain order and discipline in School Name and to protect the safety of students, staff and the public, any school employee is authorized to confiscate a weapon, dangerous instrument or imitation firearm from any person on school grounds.

Students possessing or threatening others with a weapon, dangerous instrument or imitation firearm are subject to suspension and/or expulsion in accordance with charter school policy and the law, Board policy and administrative regulations. The principal or designee shall notify law enforcement authorities when any student possesses a weapon or commits any act of assault with a firearm or other weapon.

### **Reporting of Injurious Objects**

School Name encourages students to promptly report the presence of weapons, injurious objects or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The School Director or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The strategy shall also include means of informing staff, students and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

### **Discipline**

School Name believes that learning best occurs in an environment that consistently incorporates Character Education, and Discipline into a sound academic program. We believe that discipline and learning are directly related. Given the proper environment, we believe that children exhibit their best learning in appropriate ways. In a joint effort of parents and school, students of School Name are taught and expected to follow the discipline guides as set forth by the School 's Board of Directors:

### Responsibility

- Do what you are supposed to do; when you are supposed to do it
- Persevere: keep on trying!
- Be on task
- Always do your best
- Think before you act-consider the consequences
- Be accountable for your choices
- Follow directions
- Respect the rights and belongings of others

### Appropriateness

- Good decision-making
- Positive Communication Skills
- Self-esteem
- Courtesy
- Self Control

### Individual Effort

- Hard Work
- Cooperation
- Collaboration
- Kindness
- Fairness
- Aspiration
- Integrity
- Dignity
- Positive Response to Community

### Personal Attributes

- Appearance
- Punctuality
- Cordiality
- Responsiveness

School Name believes that all children can learn when taught well. We recognize that the ultimate objective of education is to enable students to become successful, self-directed learners. This goal is best achieved in a culture of acceptance, high expectation, encouragement, support, and positive motivation. Teachers have a responsibility to maintain a positive learning environment. Discipline is a process by which students are helped to develop an understanding of, and an appreciation for appropriate behavior toward a sound learning experience. The process includes positive behavioral interventions. Any student who interferes with their right or the right of others to learn is engaging in inappropriate behavior. Inappropriate behavior is subject to disciplinary consequences. Students engaging in inappropriate behavior, or students who have conflict with another, is subject to disciplinary consequences. Our students are taught and encouraged to manage and resolve conflict on their own through positive communication skills. If after doing so, students feel that the problem is not resolved, the conflict should be reported to the teacher.

General disciplinary problems may result in disciplinary action by teachers and/or by the principal. The Principal has primary responsibility for defining the school's culture to ensure that student discipline is implemented in a fair, effective manner. Teachers handle discipline. Instructional aides and staff may assist with discipline. Instructional aides and school staff members will make every effort, individually, collectively, and cooperatively to help each student gain acceptable self-discipline standards. Students with repeated behavior problems are referred to the Student Success Team. This team includes the student, parent, teacher, principal and counselor. An action plan is developed to help the student develop constructive behavior patterns.

### **Restorative Justice**

At TEACH, we believe in working with students in order for them to repair any harm that they may have caused to others through words or actions. Students accomplish this through a cooperative process that includes all stakeholders, which can lead to a transformation of people, relationships, and communities.

### **Health and Safety**

#### **Emergency Numbers**

For the safety of every child, it is very important that parents complete the Emergency Card providing the school with an emergency telephone number so that someone may be notified in case of an emergency. This card should be signed and dated. The card will be maintained on file to use in the event of an emergency.

If no telephone is in the home, a telephone number of a relative or family friend must be provided. Any change in address, telephone number, parent's work, physician, or name of the person or persons authorized to pick the child up if the parent is ill or injured should be reported to the office immediately.

#### **Accidents**

Although School Name makes every reasonable effort to prevent student accidents and injuries, accidents occur. The Principal or designee shall develop procedures to ensure that first aid and/or medical attention is provided as quickly as possible and that parents/guardians are notified of accidents. Universal precautions shall be observed whenever it is possible that students, employees or others may have contact with blood or body fluids as a result of the accident. School Name staff shall appropriately report and document student accidents.

#### **Health Services**

School Name is regulated by the State Department of Health Services. All facility inspection reports are available upon request. The health and safety of each student is the foremost responsibility of the school. Health services will be made available to any student needing it. If a student becomes ill at school, and needs assistance, he/she should inform the teacher to receive a referral to go to the office. All injuries must be reported to the teacher. If injuries occur after school they must be reported to the After School Director, after school aide or to the Principal.

It is necessary for current emergency information be on file at all times. Parents must up-date emergency information on a regular basis.

#### **Immunizations / Physical Exams Applicability**

This policy applies to all applicants to TEACH TECH Charter High School and the administration of the school in charge of admissions.

### **Immunizations**

School Name will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. School Name requires written verification from a doctor or immunization clinic of the following immunizations:

- Measles.
- Mumps, except for children who have reached the age of seven years.
- Pertussis (whooping cough), except for children who have reached the age of seven years.
- Poliomyelitis.
- Rubella.
- Tetanus.
- Hepatitis B.
- Varicella (chickenpox), (persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).

***School verification of immunizations is to be by written medical records from your doctor or immunization clinic.*** Exceptions are allowed under the following conditions:

The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.

- A parent may request exemption of their child from immunization for personal beliefs.
- Pupils who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

Any child leaving the United States for a short vacation to any country considered by the Center of Disease Control and Prevention (CDC) to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST call the County Tuberculosis Clinic, for a TB Screening upon return.

### **Physical Examinations**

All pupils are to have completed a health screening examination on or before the day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Section 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten.

Failure to obtain an examination for your child or a waiver will result in your child being denied enrollment.

If your child's medical status changes, please provide the office with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

### **Communicable, Contagious, or Infectious Disease Prevention Policy**

School Name recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease. All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See "Immunizations I Physical Exams" Policy) Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

### **Science Laboratory Instruction**

Students involved in science laboratory experiences shall be protected from contamination from body fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving body fluids will be conducted by way of teacher demonstration rather than by student participation.

### **Injuries and Accidents**

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. (See "Blood borne Pathogen Exposure Control Program" Policy)

### **Illness**

If a child is ill he or she **MUST NOT BE SENT TO SCHOOL**. Students who contract a contagious disease such as pink eye, chicken pox, ringworm, impetigo, head lice or other such conditions **SHALL NOT ATTEND SCHOOL**. The child must remain at home until he or she is no longer contagious and declared healthy by a health professional. A doctor's note is required for the student to return to school.

### **Medication at School**

Students are not permitted to carry medication (including inhalers for asthma). If a doctor's note is on file, the Office manager will be permitted to dispense the medication to the student.

The Office Manager and the student's teacher must be informed of any prescription medication that a student is required to take at school. To dispense prescription medication to students, the school must receive a written order from the student's doctor and a permission slip from the student's parent. These notifications must remain on file at the school for duration of time that the student is required to take

the medication. All medication should be brought to the office manager by the parent/guardian in its original prescription container, labeled with the student's name, the name of the medication, the date of expiration, and the proper dosage. If medication needs to be administered to the child when the Office manager is not present, a trained staff member will administer the medication.

### **Administration of Medications**

School Name staff is responsible for the administration of medication to students attending school during regular school hours. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician or surgeon, may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if the School Name receives the appropriate written statements

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, TEACH Academy of Technologies shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, along with a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing School Name and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

In order for a pupil to be assisted by designated school personnel, School Name shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that School Name assist the pupil in the matters set forth in the statement of the physician.

#### **Guidelines:**

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
  - Medication shall be administered only during school hours if determined by a physician to be necessary.
  - Designated staff shall keep records of medication administered at the school.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.
  - Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to summer holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.

## Medication Policy

The following procedures will be in effect for the monitoring and use of medication at school: · Medication will only be allowed at school when failure to take medication could jeopardize the health and/or educational abilities of the student.

- Medication is restricted to students with long-term chronic illnesses or disabilities including, but not limited to, diabetes, attention disorders, asthma, seizure activity, epilepsy, cystic fibrosis, cardiac, neurological, and endocrine disorders. Any other medications should be given by parents/guardians before and/or after school hours.
  - No medicines may be administered at school unless directed by a doctor.
- The student must have a medical form completed by the attending physician and his/her parents or guardian on file with the school office.
- All medicine must be in a labeled prescription container and must be kept in the designated place in each building. All asthma inhalers should be kept in the office (labeled) unless a note from a doctor states the inhaler should be kept on the person
  - Instructions for dispensing, as well as a date, must be on the container
  - Students are expected to take their medication during passing times or lunch times.
  - Students are to remember the conditions under which they are to request their medicine. · Teachers or other personnel are not required to administer the medicine. They may, however, supervise the student taking the medicine.

## Guidelines to Help Promote a Healthy Environment

Children are most vulnerable to contracting diseases while in school because of the close contact they maintain. While we cannot prevent this from occurring, with your help we can implement some simple guidelines to help promote a healthy environment.

1. Teach your child the importance of correct hand washing as a means of preventing the spread of germs. 2. Proper disposal of tissues and covering one's mouth when coughing also prevents germs from circulating. 3. If your child is coughing excessively, keep him or her home to prevent exposure to other children. 4. A child should be fever free for 24 hours before returning to school. Temperature may indicate the onset of an illness. 5. A child should remain home if he or she has vomited or experienced diarrhea within a 24-hour period. 6. Communication is essential to maintaining a healthy environment. Please report any contagious diseases your child has been diagnosed to have (e.g., strep throat, chicken pox, pink eye, etc.). The more we know, the better prepared we are to keep your child on the road to good health. When necessary, notices containing information regarding health matters will be sent home

## First Aid, CPR, and Health Screening

School Name recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, School Name expects parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Within the School Name facilities, a First Aid Kit containing appropriate supplies will be present. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.



All teachers are to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all support staff and volunteers.

### **Resuscitation Orders**

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Executive Director, or designee, shall ensure that all parents/guardians are informed of this policy.

### **Head Lice**

To prevent the spread of head lice infestations, School Name employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Principal, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in any learning center, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance. Excluded students may return to school when reexamined by the nurse, or designee, shows that all nits and lice have been removed.

### **Releasing Students**

If a student becomes too ill to remain in school, a staff member will contact the parents by telephone. The parent is required to pick the child up or arrange for the child to be picked up by an authorized person. Parents must have the name and contact telephone number of an authorized person on the emergency card.

### ***TEACHERS ARE NOT PERMITTED TO RELEASE CHILDREN WITHOUT OFFICE APPROVAL.***

Parents or guardians who wish to take students home before regular dismissal time must come to the school's office for an official release from class. If a student has a specific medical condition, health problem or security need, this information must be reported in writing at the time of enrollment or as soon as it is known, so that appropriate accommodations can be made for the student.

### **Fire and Earthquake Drills**

Fire and earthquake drills will be conducted throughout the year. Students are expected to follow teacher instructions.

### **Student Supports and Protections**

#### ***Section 504 Plan***

Section 504 of the Rehabilitation Act of 1973, states that no otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be

denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794) · Compliance monitored by the Office of Civil Rights.

- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability.

Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. If you would like to know more about 504 Plans or other types of assistance available to your student, please contact your Principal.

Special Education Determination for eligibility for special education and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures for referral of students with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such as the Student Study Team (SST). A student shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized.

#### Student Study Team (SST)

The Student Study Team is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them. The SST meets to determine what assistance is needed for students who have learning difficulties or who have repeated behavior problems. The team consists of the principal, teacher, parent and others associated with the student's area of need.

### Parents

#### Parent Involvement

A key piece of the school culture to support achievement for all students is a process of continuous communication and collaboration with families. As the student moves through the school year, his/her progress toward individual goals is carefully tracked and shared monthly with families through the means of a Personalized Learning Plan.

Therefore, parental Involvement at School Name is required. Our Parents are encouraged to participate individually and as a group for the benefit of the school.

#### Parent Participation

- Enhances the quality of education children receive
- Provides for greater integration of the educational program
- Promotes better understanding between parent and teacher, between parent and child; between home and school; and between school and the community.
- Parental involvement plays an important role in the life of the school and in the resolution of classroom behavior issues.

## Required Parental Attendance

The Board of Directors of School Name believes that parental involvement plays an important role in the life of the school and in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid school authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian shall also meet with the school Principal or designee.

The Board of Directors encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher may also inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student.

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The Principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

## Parent's Right to Know

Right to know about your child's teacher and Paraprofessional

As a parent you have the right to know the qualifications of your child's teacher and/or paraprofessional. You may obtain information from California Department of Education by computer at [www.cde.gov](http://www.cde.gov). You may also send an information request to the, Freedom of Information Act Office at the SED or the District can provide you with information regarding:

- Whether the teacher is certified in the area in which they are teaching,

- Whether the teacher is teaching under emergency or other provisional status
- Whether the State Qualification or certification requirements have been waived, the bachelor degree and major of the teacher, graduate certification of the teacher, the field of discipline of the certification or degree · And whether the child is provided services of a paraprofessional and if so their qualifications

### **Pupil Rights Act (20 U.S.C. 123H)**

Parents have the right to inspect all instructional materials, including teachers' instructional manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation of their child. Parents have:

1. The right to inspect a survey created by a third party before it is administered and distributed to their student;
2. The right to contact the principal and request the viewing of that survey;
3. The right to know the Argenta-Oreana CUSD #1 will make arrangements to protect the privacy of their student with regard to surveys that request personal information;
4. The right to inspect any instructional material used as part of their child's educational curriculum;
5. The right to be informed of any physical examinations or screenings that the district may administer to their student (screenings for head lice will occur periodically-as needed);
6. The right to contact the Principal to have their student opt-out of the survey.

### **Parent/Teacher Conference**

Parents may be required to accompany their child through a school day to monitor and observe his or her behavior. Parents may be required to confer with school staff to concentrate efforts to assist a chronically misbehaving student.

### **Picking Up Students from School**

If you will be picking your student up before the end of the school day, please send a note to the office, as well as the classroom teachers. If someone other than a parent or guardian is to pick up your child, a signed note is REQUIRED and the adult MUST be named in the Emergency Card.

### **After-School Pick-Up of Students**

Please note the parking signs. Double parking is illegal, unsafe and prohibited. The parking lot across the street is for teachers and staff, please refrain from parking in the lot. Students will be dismissed from the front entrance of the school, you may find a parking spot and collect your child.

### **Money and Other Valuable Property**

Students are encouraged to leave all money and other valuable property at home. The School assumes no responsibility for the loss or theft of such articles.

### **Candy & Toys**

Students may not bring candy, toys, or other non-school related items to school unless approved by the teacher. The student assumes responsibility for any items brought from home. Toy weapons are strictly prohibited, and no headphones, radios, games, virtual pets, Game Boys, etc., are allowed and will be confiscated and only returned to a parent.

### **Lost & Found**

Students may lose items of clothing from time to time. Every article that could possibly be lost should be plainly marked with the child's name on it. It is important every student makes an effort to keep or recover all of his/her belongings. Articles lost and not claimed are given to a charitable organization at the end of each semester.

## **Pets & Toys**

Pets may not be brought to school unless a teacher has made a special request. Toys, trading cards, etc. are not to be brought to school. They get lost or taken and become a distracting to learning. All toys, including toy guns, squirt guns, toy knives and toy cell phones are prohibited.

## **Student Records**

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal a written request that identifies the record(s) they wish to inspect. The School principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education record that the parent or eligible student believes is inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal to clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing with the TEACH Director of Student Services regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the TEACH Board of Directors; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Student records shall be released to another school district where the student has enrolled or intends to enroll, upon official request from that district. At the time of transfer of records, the parent, guardian, custodian or adult-age student may receive a copy of the records at his her expense (\$0.25 per page), if requested, and shall have an opportunity to challenge the contents of the records.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy

Compliance

Office U.S.

Department of

Education 400  
 Maryland  
 Avenue, SW  
 Washington,  
 DC 20202-  
 5901

## **Uniform Complaint Policy and Procedures**

### Scope

The policy of the Board of Directors of TEACH Public Schools (“TEACH”) is to comply with applicable federal and state laws and regulations. TEACH is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any TEACH program or activity; and

(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: After School Education and Safety Programs, Consolidated Categorical Aid Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Special Education Programs, Bilingual Education, Economic Impact Aid, and Tobacco-Use Prevention Education.

(3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees. A complaint of noncompliance with laws relating to pupil fees may be filed with the Principal or the Compliance Officer.

d. If the TEACH finds merit in a pupil fees complaint TEACH shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by TEACH to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

(5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If TEACH finds merit in a complaint, or if the Superintendent finds merit in an appeal, TEACH shall provide a remedy to the affected pupil.

TEACH acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. TEACH cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, TEACH will attempt to do so as appropriate. TEACH may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

TEACH prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

#### Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure TEACH's compliance with law:

Superintendent  
TEACH Public Schools  
1846 W. Imperial Hwy.

Los Angeles, CA 90047

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

Should a complaint be filed against the Superintendent, the compliance officer for that case shall be the President of TEACH Board of Directors.

#### Notifications

The Superintendent or designee shall annually provide written notification of TEACH's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in TEACH speak a single primary language other than English.

The Superintendent or designee shall make available copies of TEACH's uniform complaint procedures free of charge.

The annual notice shall include the following:

(a) A statement that TEACH is primarily responsible for compliance with federal and state laws and regulations.

(b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

(c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.

(d) A statement that the complainant has a right to appeal TEACH 's decision to the CDE by filing a written appeal within 15 days of receiving TEACH decision.

(e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.

(f) A statement that copies of the local educational agency complaint procedures shall be

available free of charge. Procedures

The following procedures shall be used to address all complaints which allege that TEACH has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.



All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

### ● **Step 1: Filing of Complaint**

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by TEACH.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, TEACH staff shall assist him/her in the filing of the complaint.

### ● **Step 2: Mediation**

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend TEACH's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

### ● **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide TEACH's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

TEACH's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

● **Step 4: Response**

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of TEACH's investigation and decision, as described in Step #5 below, within sixty (60) days of TEACH's receipt of the complaint.

● **Step 5: Final Written Decision**

TEACH's decision shall be in writing and sent to the complainant. TEACH's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal TEACH's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of TEACH's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with TEACH's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving TEACH's decision. The appeal should be sent to:

California Department of Education  
 1430 N Street  
 Sacramento, CA 95814  
 Telephone: (916) 319-0800

When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of TEACH's decision.

Upon notification by the CDE that the complainant has appealed TEACH's decision, the Superintendent or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by TEACH, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of TEACH's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by TEACH when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which TEACH has not taken action within sixty (60) days of the date the complaint was filed with TEACH.

#### Civil Law Remedies

A complainant may pursue available civil law remedies outside of TEACH's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if TEACH has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR § 4622.

#### Uniform Complaint Procedure Form

Last Name: \_\_\_\_\_ First Name/MI: \_\_\_\_\_  
 \_\_\_\_\_ Student Name (if applicable): \_\_\_\_\_  
 \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Street \_\_\_\_\_  
 Address/Apt.#: \_\_\_\_\_  
 \_\_\_\_\_  
 City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
 Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_  
 School/Office of Alleged Violation: \_\_\_\_\_  
 \_\_\_\_\_

**For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:**

- Special Education  Pupil Fees
- Bilingual Education
- After School Education and Safety  Consolidated Categorical Aid  Child Nutrition
- No Child Left Behind Programs  Every Student Succeeds Act Prog.  Local Control Funding Formula
- Foster/Homeless Youth
- Tobacco-Use Prevention Education  Lactating Pupils
- Economic Impact

**For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:**

- Age
- Ancestry
- Color
- Disability (Mental or Physical)  Ethnic Group Identification  Medical Condition
- Gender / Gender Expression / Gender Identity
- Genetic Information
- National Origin
- Race or Ethnicity
- Religion
- Sex (Actual or Perceived)  Sexual Orientation (Actual or Perceived)
- Based on association with a person or group with one or more of these actual or perceived characteristics
- Marital Status

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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2. Have you discussed your complaint or brought your complaint to any TEACH personnel? If you have, to whom did you take the complaint, and what was the result?

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3. Please provide copies of any written documents that may be relevant or supportive of your complaint. I have attached supporting documents. [ ] Yes [ ] No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mail complaint and any relevant documents to:

Superintendent  
TEACH Public Schools  
10600 S. Western Avenue  
Los Angeles, CA 90047

## General Complaints

The Board of Directors of TEACH Public Schools (“TEACH”) has adopted this General Complaint Policy to address concerns about TEACH generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the TEACH Anti-Discrimination, Sexual Harassment, Harassment, and Bullying Policy and/or TEACH Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures will be appropriate.

## Internal Complaints

(Complaints by Employees against Employees)

This section of the policy is for use when an TEACH employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Superintendent or designee:

1. The complainant will bring the matter to the attention of the Superintendent as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Superintendent or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Superintendent, the complainant may file his or her complaint in a signed writing to the Chair of the TEACH Board of Directors, who will then confer with the Board of Directors and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board of Directors. The Chair or investigator will report his or her findings to the Board of Directors for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, TEACH values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

**Policy for Complaints Generally**

(General Complaints and Complaints by Third Parties against Employees)

This section of the policy is for use when either a complaint does not fall under other complaint procedures or a third party (non-employee) raises a complaint or concern about TEACH generally, or an TEACH employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Superintendent or Chair of the TEACH Board of Directors (only if the complaint concerns the Superintendent) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Superintendent (or designee) shall abide by the following process:

1. The Superintendent or designee shall use his or her best efforts to ascertain the facts relating to the complaint. Where applicable, the Superintendent or designee shall talk with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts.
2. In the event that the Superintendent (or designee) finds that a complaint is valid, the Superintendent (or designee) may take appropriate action to resolve the problem. Where the complaint is against an employee of TEACH, the Superintendent may take disciplinary action against the employee. As appropriate, the Superintendent (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Superintendent's (or designee's) decision relating to the complaint shall be final unless it is appealed to the TEACH Board of Directors. The decision of the Board of Directors shall be final.

**General Requirements**

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The TEACH Board of Directors (if a complaint is about the Superintendent) or the Superintendent or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

**General Complaint Form**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I hereby authorize TEACH to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_  
Signature of Complainant Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

To be completed by TEACH:

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

**Parent/Student Signature Page**

Our signatures below indicate that we have received, read for understanding, and agree to follow the policies and guidelines found in the Student/Parent Handbook 2017-2018.

\_\_\_\_\_

Student Name (please print) Grade Level Date

\_\_\_\_\_  
Parent/Guardian Signature Date

## SFA Wellness Policy

**Due to children’s need to access healthy foods and opportunities to be physically active in order to grow, learn, and thrive; TEACH Schools is committed to providing school environments that promote and protect children's health, well being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of TEACH SFA that:**

- The schools will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing TEACH SFA school-wide nutrition and physical activity policies.
- All students in grades 9-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

### TO ACHIEVE THESE POLICY GOALS:

#### Creation of Wellness Committee

TEACH SFA has created, strengthened, or worked within existing school advisory councils developing, implementing, monitoring, reviewing, and, as necessary, revising school nutrition and physical activity policies. The councils serve as resources to school sites for implementing those policies. (A school health council consists of a group of individuals representing the school and community, and should include parents, students, and representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and members of the public.)

#### Nutrition and Physical Activity Promotion and Food Marketing

Meals served through the National School Lunch and Breakfast Programs will:

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- offer a variety of fruits and vegetables;<sup>2</sup>
- calories and sodium will be specific for grade levels
- no more the 10% of total calories from saturated fat, averaged over a week;
- serve only low-fat (1%) and fat-free milk<sup>3</sup> and nutritionally-equivalent non-dairy alternatives (to be defined by USDA); and
- ensure that grains are whole grain.<sup>3,4</sup>

Schools should engage students and parents, through taste-tests of new entrees and surveys, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food



choices. In addition, schools should share information about the nutritional content of meals with parents and students. Such information can be made available on menus, a website, on cafeteria menu boards, placards, or other point-of-purchase materials

### **Breakfast**

To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- Schools will, to the extent possible, operate the School Breakfast Program.
- Schools will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, "grab-and-go" breakfast, or breakfast during morning break or recess.
- Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.
- Schools will encourage parents to provide a healthy breakfast for their children.

### **Free and Reduced-priced Meals**

Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals<sup>5</sup>.

### **Meal Times and Scheduling**

Schools:

- will provide students with enough time to consume their meal after it has been served.
- should schedule meal periods at appropriate times, *e.g.*, lunch should be scheduled between 11 a.m. and 1 p.m.;
- should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will encourage students to wash or hand sanitize hands before they eat meals or snacks; and
- should take reasonable steps to encourage the tooth-brushing regimens of students with special oral health needs (*e.g.*, orthodontia or high tooth decay risk).

### **Qualifications of School Food Service Staff**

Qualified nutrition professionals will administer the school meal programs. As part of TEACH SFA it is our responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training program for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.<sup>6</sup>

### **Sharing of Foods and Beverages**

Schools should monitor students sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

### **Middle/Junior High and High Schools**

In middle/junior high and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, student stores, or fundraising activities) during the school day, or through programs for students after the school day, will meet the following nutrition and portion size standards:

## · **Beverages**

### Allowed:

- Fruit or Vegetable juice:
  - 100% juice (can be diluted with water, no dilution limit)
  - No added sweeteners
  - 12 fl. oz. serving size or less
- Milk:
  - 1 % (unflavored), nonfat (flavored, unflavored),
  - 12 fl oz. serving size or less
- Water:
  - No added sweeteners, flavors etc.
  - No serving size
- Other flavored beverages (“no calorie”) (**Not Allowed in Middle School**) ○ 5 calories/8 fl. oz. or less
  - 20 fl. oz. serving size
- Other flavored beverages (“low calorie”) (**Not Allowed in Middle School**) ○ 40 calories/8 fl. oz. or less
  - 12 fl. oz serving size

Not allowed: Caffeinated beverages are not allowed in middle school.

## **Foods**

- A food item sold individually:
  - will have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated and trans fat combined;
  - will have no more than 35% of its *weight* from added sugars;<sup>8</sup>
  - will contain no more than 230 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods, and other snack items; will contain no more than 480 mg of sodium per serving for pastas, meats, and soups; and will contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.
  - It is encouraged to offer a choice of two fruits and/or non-fried vegetables for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; cooked, dried, or canned fruits (canned in fruit juice or light syrup), juice; and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).<sup>9</sup>

## **Snacks**

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The TEACH SFA will disseminate the guidelines for compliant snacks.

- If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

## **Rewards**

Schools are encouraged not to use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior,<sup>10</sup> and will not withhold food or beverages (including food served through school meals) as a punishment.

## **Celebrations**

Schools should limit celebrations that involve food during the school day to no more than one party per class per month. It is encouraged that each party include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above).

## **School-Sponsored Events**

**(such as, but not limited to, athletic events, dances, or performances)**

It is encouraged that foods and beverages offered or sold at school-sponsored events outside the school day meet the nutrition standards for meals or for foods and beverages sold individually (above).

## **Nutrition and Physical Activity Promotion and Food Marketing**

### **Nutrition Education and Promotion**

TEACH SFA aims to teach, encourage, and support healthy eating by students. It's encouraged that schools provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
  - emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
  - links with school meal programs, other school foods, and nutrition-related community services;
  - teaches media literacy with an emphasis on food marketing; and
- includes training for teachers and other staff.

### **Integrating Physical Activity into the Classroom Setting**

For students to receive the nationally-recommended amount of daily physical activity (*i.e.*, at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons; and
- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

### **Communications with Parents**

The TEACH SFA/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The TEACH SFA will, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus when available. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages.

The TEACH SFA/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school.

### **Food Marketing in Schools**

School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above).<sup>11</sup> School-based marketing of brands promoting predominantly low-nutrition foods and beverages<sup>12</sup> is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: sales of healthy food for fundraisers.

### **Staff Wellness**

TEACH SFA highly values the health and well-being of every staff member and will encourage that support personal efforts by staff to maintain a healthy lifestyle.

Physical Education and Physical Activity Opportunities

### **Daily Physical Education (P.E.) 5-10**

All students in grades 9-10, including students with disabilities, special health-care needs, and in alternative educational settings, will receive weekly physical education for the entire school year. All physical education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity (*e.g.*, interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

- A minimum of 400 minutes for every 10 school days for students in grades 9-12
- Schools shall be encouraged to annually administer the physical fitness test designated by the State Board of Education to students in grades 5, 7, and 9.

### **Physical Activity Opportunities Before and After School**

All middle and high schools will offer when appropriate extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools, when appropriate, will offer, interscholastic sports programs. Schools will offer, when feasible, a range of activities that meet

the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

After-school child care and enrichment programs when appropriate will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

### **Physical Activity and Punishment**

Teachers and other school and community personnel will not use physical activity (*e.g.*, running laps, pushups) or withhold opportunities for physical activity (*e.g.*, recess, physical education) as punishment.

### **Safe Routes to School**

TEACH SFA will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk, skate and bike to school. When appropriate, TEACH SFA will work together with local public works, public safety, and/or police departments in those efforts. TEACH SFA will explore the availability of federal "safe routes to school" funds, administered by the state department of transportation, to finance such improvements. TEACH SFA will encourage students to use public transportation when available and appropriate for travel to school, and will work with the local transit agency to provide transit passes for students.

### **Use of School Facilities Outside of School Hours**

School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

### **Monitoring**

The Wellness Committee will ensure compliance with established TEACH SFA school-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the TEACH SFA Wellness Committee.

School food service staff, at the school level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the Wellness Committee (or if done at the school level, to the school principal). In addition, TEACH SFA will report on the most recent USDA Administrative Review findings and any resulting changes. The Wellness Committee will develop a summary report periodically on TEACH SFA school-wide compliance with TEACH Schools established nutrition and physical activity wellness policies, based on input from schools within TEACH SFA. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in TEACH SFA schools.

Monitor and Policy Review

## Policy Review

To help with the initial development of the TEACH SFA wellness policies, each school in the TEACH SFA will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies.<sup>13</sup> The results of those school-by-school assessments will be compiled by the Wellness Committee level to identify and prioritize needs. Assessments will be repeated periodically to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, TEACH SFA will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. TEACH SFA, and individual schools within TEACH SFA, will, as necessary, suggest revisions to the wellness policies and develop work plans to facilitate their implementation.

## Footnotes

<sup>2</sup>To the extent possible, schools will offer at least two non-fried vegetable and two fruit options each day and will offer five different fruits and five different vegetables over the course of a week. Schools are encouraged to source fresh fruits and vegetables from local farmers when practicable.

<sup>3</sup>As recommended by the *Dietary Guidelines for Americans 2010*

<sup>4</sup>A whole grain is one labeled as a "whole" grain product or with a whole grain listed as the primary grain ingredient in the ingredient statement. Examples include "whole" wheat flour, cracked wheat, brown rice, and oatmeal. <sup>5</sup>It is against the law to make others in the cafeteria aware of the eligibility status of children for free, reduced-price, or "paid" meals.

<sup>6</sup>School nutrition staff development programs are available through the USDA, School Nutrition Association, and National Food Service Management Institute.

<sup>7</sup>Surprisingly, seltzer water may not be sold during meal times in areas of the school where food is sold or eaten because it is considered a "Food of Minimal Nutritional Value" (Appendix B of 7 CFR Part 210).

<sup>8</sup>If a food manufacturer fails to provide the *added* sugars content of a food item, use the percentage of weight from total sugars (in place of the percentage of weight from *added* sugars), and exempt fruits, vegetables, and dairy foods from the total sugars limit.

<sup>9</sup>Schools that have vending machines are encouraged to include refrigerated snack vending machines, which can accommodate

<sup>10</sup>Unless this practice is allowed by a student's individual education plan (IEP).

<sup>11</sup>Advertising of low-nutrition foods and beverages is permitted in supplementary classroom and library materials, such as newspapers, magazines, the Internet, and similar media, when such materials are used in a class lesson or activity, or as a research tool.

<sup>12</sup>Schools should not permit general brand marketing for food brands under which more than half of the foods or beverages do not meet the nutrition standards for foods sold individually or the meals are not consistent with school meal nutrition standards.

<sup>13</sup>Useful self-assessment and planning tools include the *School Health Index* from the Centers for Disease Control and Prevention (CDC), *Changing the Scene* from the Team Nutrition Program of the U.S. Department of Agriculture (USDA), and *Opportunity to Learn Standards for Elementary, Middle, and High School Physical Education* from the National Association for Sport and Physical Education.

**(cf. 3550 - Food Service/Child Nutrition Program)**

**(cf. 3553 - Free and Reduced Price Meals)**

**(cf. 3554 - Other Food Sales)**

**(cf. 6142.7 - Physical Education)**

**Legal Reference:**

**EDUCATION CODE**

**49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001**

**49500-49505 School meals**

**49510-49520 Nutrition**

**49530-49536 Child Nutrition Act**

**49540-49546 Child care food program**

**49547-49548.3 Comprehensive nutrition services**

**49550-49560 Meals for needy students**

**49565-49565.8 California Fresh Start pilot program**

**49570 National School Lunch Act**

**51222 Physical education**

**51223 Physical education, elementary schools**

**CODE OF REGULATIONS, TITLE 5**

**10060- Criteria for Physical**

**Education Program 15500-15501**

**Food sales by student**

**organizations 15510 Mandatory**

**meals for needy students**

**15530-15535 Nutrition**

**education**

**15550-15565 School lunch and**

**breakfast programs UNITED**

**STATES CODE, TITLE 42**

**1751-1769 National School Lunch**

**Program, especially: 1751 Note Local**

**wellness policy**

**1771-1791 Child Nutrition Act, including:**

**1773 School Breakfast Program**

# APPENDIX A

## HARASSMENT COMPLAINT FORM

*It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.*

*If you are an employee of the School, you may file this form with the Principal or Board President.*

*Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.*

*The School will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.*

*In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide, the more likely it is that the School will be able to address your complaint to your satisfaction.*

*Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s):  
\_\_\_\_\_

Name of Person(s) you believe sexually harassed you or someone else:  
\_\_\_\_\_

List any witnesses that were present:  
\_\_\_\_\_

Where did the incident(s) occur?  
\_\_\_\_\_



Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional Pages if needed):

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I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant: \_\_\_\_\_

Print Name: \_\_\_\_\_

**To be completed by School:**

Received by Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Coversheet

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


**Section:** III. Items for Potential Action  
**Item:** C. Consider and Approve the School Safety Plans for TEACH Tech Charter High School, TEACH Academy of Technologies, and TEACH Prep Elementary School.  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** teach Elementary \_ School Safety Plan 2024-2025.pdf  
Comprehensive School Safety Plan (1).pdf  
TEACH Tech HS\_20240730\_130439.pdf

# Comprehensive School Safety Plan

## 2024-2025 School Year

**School:** TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School  
**CDS Code:** 19647330138305  
**District:** TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School  
**Address:** 8505 S. Western Ave.  
 Los Angeles, CA 90047  
**Date of Adoption:** September 2022  
**Date of Update:**  
**Date of Review:**  
 - with Staff  
 - with Law Enforcement  
 - with Fire Authority

**Approved by:**

Name	Title	Signature	Date
Dr. Raul Carranza	CEO		07/24/24

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## Components of the Comprehensive School Safety Plan (EC 32281)

**TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Safety Committee**  
Principal & Staff

**Assessment of School Safety**  
Self-Monitoring Tool and Staff Meeting

### Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, Items A-J)

Safe School Planning Education Codes

200. It is the policy of the State of California to afford all persons in public schools, regardless of their 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, equal rights and opportunities in the educational institutions of the state. The purpose of this chapter is to prohibit acts that are contrary to that policy and to provide remedies therefor.

201. (a) All pupils have the right to participate fully in the educational process, free from discrimination and harassment.

(b) California's public schools have an affirmative obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity.

(c) Harassment on school grounds directed at an individual on the basis of personal characteristics or status creates a hostile environment and jeopardizes equal educational opportunity as guaranteed by the California Constitution and the United States Constitution.

(d) There is an urgent need to prevent and respond to acts of hate violence and bias-related incidents that are occurring at an increasing rate in California's public schools.

(e) There is an urgent need to teach and inform pupils in the public schools about their rights, as guaranteed by the federal and state constitutions, in order to increase pupils' awareness and understanding of their rights and the rights of others, with the intention of promoting tolerance and sensitivity in public schools and in society as a means of responding to potential harassment and hate violence.

(f) It is the intent of the Legislature that each public school undertake educational activities to counter discriminatory incidents on school grounds and, within constitutional bounds, to minimize and eliminate a hostile environment on school grounds that impairs the access of pupils to equal educational opportunity.

234. (a) This article shall be known, and may be cited, as the Safe Place to Learn Act.

(b) It is the policy of the State of California to ensure that all local educational agencies continue to work to reduce discrimination, harassment, violence, intimidation, and bullying. It is further the policy of the state to improve pupil safety at schools and the connections between pupils and supportive adults, schools, and communities.

234.1. The department, pursuant to subdivision (b) of Section 64001, shall monitor adherence to the requirements of Chapter 5.3 (commencing with Section 4900) of Division 1 of Title 5 of the California Code of Regulations and this chapter as part of its regular monitoring and review of local educational agencies, commonly known as the Categorical Program Monitoring process. The department shall assess whether local educational agencies have done all of the following:

(a) Adopted a policy that prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220 of this code, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. The policy shall include a statement that the policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district.

(b) Adopted a process for receiving and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220 of this code, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. The complaint process shall include, but not be limited to, all of the following:

(1) A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so.

(2) The school site council may delegate this responsibility to a school safety planning committee made up of the following members:

- (A) The principal or the principal's designee.
- (B) One teacher who is a representative of the recognized certificated employee organization.
- (C) One parent whose child attends the school.
- (D) One classified employee who is a representative of the recognized classified employee organization.
- (E) Other members, if desired.

(3) The school site council shall consult with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan.

(4) In the absence of a school site council, the members specified in paragraph (2) shall serve as the school safety planning committee.

(c) Nothing in this article shall limit or take away the authority of school boards as guaranteed under this code.

(d) (1) Subdivision (b) shall not apply to a small school district, as defined in paragraph (2), if the small school district develops a district wide comprehensive school safety plan that is applicable to each school site.

(2) As used in this article, "small school district" means a school district that has fewer than 2,501 units of average daily attendance at the beginning of each fiscal year.

(e) (1) When a principal or his or her designee verifies through local law enforcement officials that a report has been filed of the occurrence of a violent crime on the school site of an elementary or secondary school at which he or she is the principal, the principal or the principal's designee may send to each pupil's parent or legal guardian and each school employee a written notice of the occurrence and general nature of the crime. If the principal or his or her designee chooses to send the written notice, the Legislature encourages the notice be sent no later than the end of business on the second regular work day after the verification. If, at the time of verification, local law enforcement officials determine that notification of the violent crime would hinder an ongoing investigation, the notification authorized by this subdivision shall be made within a reasonable period of time, to be determined by the local law enforcement agency and the school district. For purposes of this section, an act that is considered a "violent crime" shall meet the definition of Section 67381 and be an act for which a pupil could or would be expelled pursuant to Section 48915.

(2) Nothing in this subdivision shall create any liability in a school district or its employees for complying with paragraph (1).

(f) (1) Notwithstanding subdivision (b), a school district or county office of education may, in consultation with law enforcement officials, elect to not have its school site council develop and write those portions of its comprehensive school safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury at the school site. The portions of a school safety plan that include tactical responses to criminal incidents may be developed by administrators of the school district or county office of education in consultation with law enforcement officials and with a representative of an exclusive bargaining unit of employees of that school district or county office of education, if he or she chooses to participate. The school district or county office of education may elect not to disclose those portions of the comprehensive school safety plan that include tactical responses to criminal incidents.

(2) As used in this article, "tactical responses to criminal incidents" means steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators.

(3) Nothing in this subdivision precludes the governing board of a school district or county office of education from conferring in a closed session with law enforcement officials pursuant to Section 54957 of the Government Code to approve a tactical response plan developed in consultation with those officials pursuant to this subdivision. Any vote to approve the tactical response plan shall be announced in open session following the closed session.

(4) Nothing in this subdivision shall be construed to reduce or eliminate the requirements of Section 32282.

32282. (a) The comprehensive school safety plan shall include, but not be limited to, both of the following:

- (1) Assessing the current status of school crime committed on school campuses and at school-related functions.
- (2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:

- (i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A school district or county office of education may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:

32282.5. (a) The department shall electronically distribute disaster preparedness educational materials and lesson plans that are currently available to school districts and county offices of education.

(b) The department shall ensure that the disaster preparedness materials are available in at least the three most dominant primary languages spoken by English learners in California, according to the language census.

(c) The department shall coordinate with the California Emergency Management Agency to make sure that all materials are reviewed and updated annually.

32283. The Department of Justice and the State Department of Education, in accordance with Section 32262, shall contract with one or more professional trainers to coordinate statewide workshops for school districts, county offices of education, and school site personnel, and in particular school principals, to assist them in the development of their respective school safety and crisis response plans, and provide training in the prevention of bullying as defined in subdivision (r) of Section 48900. The Department of Justice and the State Department of Education shall work in cooperation with regard to the workshops coordinated and presented pursuant to the contracts. Implementation of this section shall be contingent upon the availability of funds in the annual Budget Act.

32284. The comprehensive school safety plan may also include, at local discretion of the governing board of the school district and using local funds, procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school. No funds received from the state may be used for this purpose.

32286. (a) Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter. A new school campus that begins offering classes to pupils after March 1, 2001, shall adopt a comprehensive school safety plan within one year of initiating operation, and shall review and update its plan by March 1, every year thereafter.

(b) Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to Sections 33126 and 35256.

32287. If the Superintendent of Public Instruction determines that there has been a willful failure to make any report required by this article, the superintendent shall do both of the following:

(a) Notify the school district or the county office of education in which the willful failure has occurred.

(b) Make an assessment of not more than two thousand dollars (\$2,000) against that school district or county office of education.

This may be accomplished by deducting an amount equal to the amount of the assessment from the school district's or county office of education's future apportionment.

32288. (a) In order to ensure compliance with this article, each school shall forward its comprehensive school safety plan to the school district or county office of education for approval.

(b) (1) Before adopting its comprehensive school safety plan, the school site council or school safety planning committee shall hold a public meeting at the school site in order to allow members of the public the opportunity to express an opinion about the school safety plan.

(2) The school site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:

(A) The local mayor.

(B) A representative of the local school employee organization.

(C) A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs.

(D) A representative of each teacher organization at the school site.

(E) A representative of the student body government.

(F) All persons who have indicated they want to be notified.

(3) The school site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:

(A) A representative of the local churches.

(B) Local civic leaders.

(C) Local business organizations.

(c) In order to ensure compliance with this article, each school district or county office of education shall annually notify the State Department of Education by October 15 of any schools that have not complied with Section 32281.

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
  2. The selected person shall not participate in the interview.
  3. The selected person shall not discuss the facts or circumstances of the case with the child.
  4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.
- If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

#### Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

#### **(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)**



## Disaster Response Procedures Fire Drill Procedure

### Signal: Fire Bell Rung in a Continuous Cycle

#### Procedure During Class Time:

1. Students exit classroom via both doors and WALK in orderly lines.
2. Students evacuate the building by designated routs to the assembly area (see evacuation map)
3. NO TALKING IS PERMITTED
4. Teachers:
  - a. Take your EMERGENCY FOLDER and attendance.
  - b. Check that all students are out the classroom.
  - c. Check that all exits are clear.
  - d. Close the classroom door. DO NOT LOCK (Later entry may be required)
5. In assembly area, teacher takes roll and accounts for each child.
6. Students in classroom other than their own are to remain with that class until given permission to rejoin their class by both teachers.
7. Students remain in orderly and silent lines until all clear signal is given.

#### Procedure Used Before School During Lunch and Snack Recess

1. Students WALK to the assigned place on the yard where they meet their TEACHER
2. Students wait in orderly and silent lines for their teacher, or other supervising adult, to conduct them to their proper assembly area.

#### Procedure During P.E.

1. Teacher, or supervising adult, stops play, organizes class (es) into silent and orderly lines and conducts class (es) to assembly area.

#### Procedure When Not in Your Own Classroom

1. Teachers should be familiar with assembly area and evacuation route designated for that classroom or area.
2. The EMERGENCY FOLDER should accompany the class and be used by the teacher, or supervising adult, to account for all students.

## Earthquake Procedures

### Actual Earthquake

Tremors and shaking of the earth are the signals of an earthquake. The initial shock is likely to be not more than ninety seconds duration. Emergency action to be taken when children are inside the building is:

1. Signal for the building to be evacuated
2. Call 911
3. Contact the Charter Board
4. Direct School emergency Response Team members (search and rescue team) to isolate and restrict access to potentially contaminated areas
5. Direct school Emergency Response Team members (search and rescue team) to turn off local fans in the area of the release, close the windows and doors and shut down the building's air handling system
6. Ensure person's who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities
7. The School, or affected areas, will not reopen until the County HazMat or appropriate agency provides clearance to do so

#### Teacher/Staff Responsibilities

1. Evacuate classroom in a calm and orderly fashion. Follow general evacuation procedures
2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated area; specify those who may have had actual contact with the substance. Provide this information to the IC

#### First Aid Team

1. Direct or assist individuals who have come into direct contact with hazardous substances, to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin
2. Remove and contain all contaminated clothes
3. Segregate individuals that have been contaminated "topically" by a liquid from unaffected individuals (isolation does not apply to widespread airborne releases)
4. Provide additional medical attention as needed

#### Threats or Disturbances

##### Animal disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

#### General Procedures

1. Notify office and administration

### General Procedures

1. Always assume the victim is alive
2. Administer emergency first aid
3. Notify the IC
4. Stay with the victim until help arrives
5. Limit access to the immediate area until police arrive (treat as a crime scene)
6. Prepare an informational flyer for parents of the students in the victim's class
7. Notify the Carter Board
8. Notify the Crisis Response Team and/or mental health service provider (Los Angeles

County Department of Mental Health or contracted service provider).

### IC Responsibilities Actual

1. Assess the situation
2. Direct that 911 be called
3. Declare a Lock Down-Response
4. Direct that appropriate notifications are made
5. Isolate all witnesses; if they are students, notify their parents
6. Direct that personal property of the victim is secured. This includes items in the classroom and in locker
7. If victim has siblings in your school, bring them to a secure area until their parents arrive at the school
8. If victim has siblings in other area schools, notify their administrators 9. Be Prepared to deal with the media
10. Arrange for counselors for students and staff
11. Make contact with parents of deceased student

### Attempted

1. Assess the situation
2. Direct that appropriate notifications be made
3. If required, call 911
4. Deal with siblings set forth above

age of caller, and try to keep the caller talking. Attempt to ascertain from the caller the type of bomb, where placed, time of detonation, and reason school has been targeted

3. After caller has concluded his or her threat, hang up and immediately lift the receiver and press \*69 (call trace)
4. If school has caller ID, note the number from which call was made
5. Notify Main Office/Building Administration
6. If threat is written, place it in an envelope or plastic bag
7. Prepare media statement flyer to inform parents

#### IC Responsibilities

1. Evaluate the bomb threat and determine if building evacuation is necessary
2. If threat is deemed valid:
  - Call 911 – advise building is being evacuated because of a bomb threat
  - Activate SERT
  - Turn off school bell system • Don't use PA system
  - Turn off all two-way radios

NOTE: Do not utilize the fire alarm system to evacuate the building

3. Dispatch SERT to notify each classroom of the need to evacuate the school. While completing this task, conduct a limited search of common areas of the school
4. In consultation with police/fire officials, determine when it is safe to reenter the school

#### Teacher/Staff Responsibilities

1. Upon receipt of notification to evacuate the school, conduct a limited research of classrooms to determine if any strange or unknown objects are in the room
2. Proceed to pre-designated evacuation point with class roll book
3. Maintain control of students and advise SERT of any missing children
4. Do not reenter the building until directed to do so by a SERT member or someone in

authority

#### Device Found

Upon discovery of a suspicious device, immediately send word to the IC. If the device is found in a classroom with students, immediately, but in an orderly manner, evacuate the classroom. UNDER NO CONDITION ATTEMPT TO TOUCH OR MOVE THE DEVICE

#### IC Responsibilities

1. Upon notification of a device found:
    - Call 911 – advise building is being evacuated because of suspected bomb
- has been discovered If possible, give a description of the device
- Activate the SERT
  - Turn off the school bell system
  - Turn off all two-way radios
  - Do not use the fire alarm system to evacuate the building

**(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

pertaining to the case to avoid delays in

scheduling of a Pre-expulsion Conference. DO NOT return evidence to the student, parent or guardian. When possible, obtain witness signatures on administrative statements. Remove date and time stamps that have been automatically generated by electronic devices such as printers or cameras from all articles included within the expulsion packet. 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-

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 and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. 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 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 administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office.

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

#### A. 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 anytime 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.

#### B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- 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 products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.

2) "Electronic Act" means the creation and 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:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
  - a) Posting to or creating a burn page. A "burn page" means an Internet Web site 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.
- iii. 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.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person. b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- 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.



hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of 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.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. 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 and 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:

ii.

i. A message, text, sound, or image.

A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site 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.

iii. 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.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be

Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

#### E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

#### F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

program.

**I. Written Notice to Expel**

The Executive Director or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

**J. Disciplinary Records**

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

**K. Right to Appeal**

The pupil shall have the right to appeal an expulsion decision from the Administrative Panel to the Charter School Board. The Charter School Board's decision to expel shall be final.

**L. Expelled Pupils/Alternative Education**

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 by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

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

**1. Notification of SELPA**

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

**2. Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

**3. Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

#### **(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)**

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. TEACH Public Schools has incorporated this notification into the existing "Attendance Reporting Screen". On the daily attendance report, when a student is suspended, will show an "S" next to the student's name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the The TEACH Public School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor. To: ALL CERTIFICATED STAFF From: Principal

Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. The TEACH Public School District has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "S" next to the student's name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900

- (a)(1) Mutual fight (a)(2) Assault/Battery
- (b) Possessed, sold or furnished dangerous object
- (c) Controlled substance/alcohol
- (d) Imitation controlled substance
- (e) Robbery/extortion
- (f) Vandalism
- (g) Theft

**(E) Sexual Harassment Policies (EC 212.6 [b])****Employee Prohibited Unlawful Sexual Harassment**

TEACH Public Schools is committed to providing a workplace that is free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will include information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment.

Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual

harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See Appendix A for the

"Harassment Complaint Form." See Appendix B for the general "Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
- Rape, sexual battery, molestation or attempts to commit these assaults and
- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:

Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

2. Avoid any activity that may be considered discriminatory, intimidating, or harassing;
3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome.
4. Report all incidents of discrimination or harassment to the Principal;
5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

#### Complaint filing and investigation procedures

The following procedures must be followed for filing and investigating a harassment claim:

1. The student may first choose to tell the individual causing the harassment that his/her conduct is offensive and must stop. If the objectionable behavior does not cease immediately, the student must report the harassment to the Principal.
2. The student alleging harassment will be asked to complete a formal, written complaint. The claim will be investigated thoroughly, involving only the necessary parties. Confidentiality will be maintained as much as possible.
3. The investigation will include a meeting with the person alleged to have harassed, sharing with that person the nature of the allegations as well as the name of the person bringing the allegations. If appropriate, the alleged harasser will be placed on administrative leave during the course of the investigation.
4. Once the facts of the case have been gathered, the Principal, in consultation with the Superintendent, will decide what, if any, disciplinary action is warranted. The disciplinary action will relate to the nature, context, and seriousness of the harassment and can include all disciplinary actions up to and including immediate expulsion or termination.
5. If the complaint is against a non-employee or non-student, such as a parent, volunteer, or vendor, the school will take steps, within its power, to investigate and eliminate the problem.

#### **(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)**

At TEACH Public Schools, employees come into frequent contact with the public. Courtesy, tact, and helpfulness are expected in order to reinforce the positive reputation TEACH Public Schools employees have worked hard to establish. Furthermore, in interactions with or in the presence of students, employees are required to speak and interact appropriately. Certificated staff must refrain from using cell phones in classrooms or in plain view unless during an approved break or conference period and should not conduct personal business during the school day. As students are asked to wear a uniform to communicate their academic seriousness, employees are likewise expected to dress in an appropriate manner that is suitable for their working conditions. Appearance must project a professional appearance that sets a tone for an environment in which learning is expected to take place and in which the public is welcomed. Students are expected to maintain good personal hygiene. Determination of appropriateness of attire will be made by the school Principal.

Student dress shall always be the prescribed uniform. Attire which can be readily associated with a criminal street gang, or criminal street organization is prohibited during school and school sponsored functions and at all times when representing TEACH Public Schools.

**Element:**

Increase supervision staff in order to maintain a safe campus

**Opportunity for Improvement:**

Increase the number of staff who supervise student during snack recess, lunch, and dismissal

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase the number of staff who supervise student during snack recess, lunch, and dismissal	Hire additional staff as allowed per executive team authorization	Need for additional staff	Administration/Executive Team	School Safety Survey

**Component:**

Create and maintain a caring and connected school climate

**Element:**

Decrease the number of incidents in the community near the campus wherein student safety is compromised

**Opportunity for Improvement:**

Create partnerships with community members and Safe Passage staff to increase adult presence in the areas near the campus

Objectives	Action Steps	Resources	Lead Person	Evaluation
Create partnerships with community residents and merchants to increase overall protection and student safety near the school site	Meetings and conversations to discuss concerns and strengthen partnerships for safety support	All staff and Community members, merchants, leaders and residents interested in student safety	Principal & Office Manager	Surveys, ongoing conversations

**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**

**TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Student Conduct Code**

All TEACH school employees will report unmanageable or unusual behavior of students to the school principal or designee as soon as possible. The school principal or designee shall investigate the report and exercise his or her discretion for purposes of notification of parents, legal guardians, law enforcement, or local child protection services.

#### Suspension

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons. A suspension does not mean any of the following:

1. Reassignment to another class at the same school where the student will receive continuing instruction for the school day.
2. Referral to an advisor assigned that role by the Principal.

While on suspension from school, the student is not to loiter on or about any school grounds at any time, nor to attend any TEACH school activity at any time, no matter where such activity may be taking place. Violation may result in further disciplinary action.

Except in cases where suspension for a first offense is warranted in accordance with law, each school site shall consider suspension from school only when other means have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

#### Authority to Suspend:

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day. A teacher's suspension must be related to student safety and is subject to the approval of the principal.
2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.
3. The President or his/her designee may extend a student's suspension pending final decision by the School Board of Directors on a recommendation for expulsion.
4. A Special Education student being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP Team meeting. The suspension may also be extended pending final decision by the School Board of Directors on a recommendation for expulsion.

A pupil may not be suspended or expelled for any of the acts enumerated unless the act is related to school activity or school attendance occurring within a school under the jurisdiction of the President or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in the section and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school sponsored activity.

#### Grounds for Suspension and Expulsion

The following information is provided in order to provide uniformity within TEACH in matters of student misconduct requiring disciplinary action. The following offenses constitute grounds for suspension and expulsion and require police notification for the grade levels indicated:

- **Physical Injury:** Caused, attempted to cause, or threatened to cause physical injury to another person (Ed. Code 48900(a)(1)) or willfully used force or violence upon the person of another, except in self-defense. (Ed. Code 48900(a)(2)) Notification to police required for students in grades K-12.
- **Weapons, Explosives, Dangerous Objects:** 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. (Ed. Code 48900(b)) Notification to police required for students in grades K-12.



- **Intentional Harassment: Created a hostile educational environment (Ed.Code 48900.4)**
- **Definition of Intentional Harassment: engaging in harassment, threats or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting a classroom, creating substantial disorder, and invading the rights of the students or group of students by creating an intimidating or hostile educational environment.**
- **Terrorist Threats Against School Officials and/or Property: Committed a terrorist threat against school officials, school property or both (Ed.Code 48900.7) Definition of Terrorist Threat: includes any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000.00), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for:his or her own safety, his or her immediate family's safety, the protection of school property, and/or the personal property of the person threatened or of his or her immediate family.**
  - **Electronic Signaling Device: Possessed electronic signaling device, including cell phones and pagers while on school grounds while attending school sponsored activities or while under the supervision and control of school employees (Ed. Code 48901.5)**
  - **Hazing: Engaged in hazing activities or any act that causes or is likely to cause personal humiliation or disgrace (Ed.Code 32050-32052)**
  - **Vandalism/Malicious Mischief: Defaced, damaged or destroyed any school property including, books, supplies of all kinds, equipment, buildings and grounds.**
  - **Note: Parents can be held financially liable for damages up to \$10,000 and shall also be liable for the amount of any reward not exceeding \$10,000 pursuant to Section 53069.5 of the Government Code (Ed.Code 48904).**

- Unlawful possession of any controlled substance listed in Chapter 2 (Commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis;
- Robbery or extortion;
- Assault or battery upon a school employee.

#### Category III – Expulsion May Be Recommended

In accordance with Education Code 48915 and by direction of the California Board of Education, a student may be considered for expulsion for committing any act not listed in Category I or II and enumerated in Education Code sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

Note: The School Board of Director's decision to expel a student for violations included in Categories II and III must be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about the 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. (Ed. Code 48915(b) and 48915(e).)

Note: If the Discipline Review Board chooses not to recommend the expulsion of the student, TEACHmay, at its discretion, impose a lesser form of disciplinary action which may include assigning the student to another school or program. Such transferred students will not be permitted to re-enroll in their former school of assignment. (Ed. Code 48918(e).)

See complete Suspension/Expulsion Policy and Procedures for procedures in cases involving expulsion, requiring the extension of suspension and/or expulsion, and the appeals process.

TEACH Public Schools believes that learning best occurs in an environment that consistently incorporates Character Education, and Discipline into a sound academic program. We believe that discipline and learning are directly related. Given the proper environment, we believe that children exhibit their best learning in appropriate ways. In a joint effort of parents and school, students of TEACH Public Schools are taught and expected to follow the discipline guides as set forth by the Board of Directors:

#### Responsibility

- Do what you are supposed to do; when you are supposed to do it
- Persevere: keep on trying!
- Be on task
- Always do your best
- Think before you act-consider the consequences
- Be accountable for your choices
- Follow directions
- Respect the rights and belongings of others

#### Appropriateness

- Good decision-making
- Positive Communication Skills
- Self-esteem
- Courtesy
- Self Control

#### Individual Effort

- Hard Work
- Cooperation
- Collaboration
- Kindness
- Fairness

Upon receiving a complaint of discrimination or harassment, the Principal or other administrator or designee shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. The Executive Director or designee will ensure that the student handbook clearly describes TEACH Public Schools nondiscrimination policy, procedures for filing a complaint regarding discrimination or harassment, and the resources that are available to students who feel that they have been the victim of discrimination or harassment. TEACH Public Schools policy may also be posted on the school website or any other location that is easily accessible to students. AR5145.3

#### General Provisions 1. Definitions

- a. TEACH Public Schools participant: any individual involved in TEACH programs or activities. This includes employees, students, contractors, vendors, guests and volunteers.
- b. TEACH Public Schools staff member: any TEACH Public Schools employee.
- c. Principal or designee: supervisor or site administrator, or the person designated to investigate or coordinate the investigation of concerns or complaints in an objective, consistent and thorough manner.
- d. Complaint: a statement regarding how a TEACH program or activity is run or how a TEACH Public Schools participant was treated while involved in a TEACH PS program or activity. A complaint alleges a violation of state or federal laws or regulations. Complaints point to specific misconduct, or behavior or practices that violate law.
  - (1) Examples of complaints based on discriminatory behavior: (a) Sexual harassment, assault, battery
  - (b) Harassment: includes unwelcome verbal, visual or physical contact that, when directed at any person, would be considered inherently likely to provoke an extremely negative or intimidating reaction. Such contact includes, but is not limited to; those terms or actions widely recognized as negative or derogatory references to race, ethnicity, religion, gender, sexual orientation, disability and other characteristics uniquely a part of the individual or group. "Harassment" occurs when these words or conduct create a hostile or intimidating environment that prevents the target of harassment from being able to pursue educational goals or to participate fully in TEACH programs or activities. (c) Denial of educational opportunities (d) Abuse or neglect (e) Inaccurate student records
  - (2) In accordance with the Uniform Complaint Procedure, TEACH Public Schools will assist in referring certain complaints to specified agencies.
- e. Concern: a statement regarding how a TEACH program or activity is run or how a TEACH participant was treated while involved in a TEACH program or activity. A concern is a constructive suggestion for a problem that is not necessarily a violation of state or federal laws or regulations. If a participant is unclear whether s/he has a concern or a complaint, the participant should make a statement. Concerns may be resolved informally.
- f. Target: TEACH Public Schools participant who is the target of discriminatory behavior.
- g. PCQ: Person whose conduct is in question; person whose behavior is allegedly discriminatory.

#### Notice of TEACH Public Schools

1. Each TEACH Public Schools site shall provide notice of this Nondiscrimination Policy along with the name, title, address and phone number of the person in charge of handling complaints and investigations.
2. This notice shall also include a statement of policy, definitions and the potential disciplinary consequences of substantiated complaints. See below.
3. Notice of the Nondiscrimination Policy, will also be included in the Annual Notification provided upon enrollment to all students and parents.
4. Notice may also be provided by:
  - a. Publication in local newspapers, newsletters or magazines operated by TEACH Public Schools or the site.
  - b. Distribution with other written communications to TEACH participants and their parents.
  - c. Incorporation in mandatory Health Education classes.
  - d. Workshops conducted by sites to inform participants, including parents where feasible, of the Nondiscrimination Policy grounds and procedures.

#### Procedure for Filing a Concern or Complaint

1. TEACH Public Schools encourages any student who has a concern or complaint about alleged discrimination in how a TEACH Public Schools program or activity is run to report the concern/complaint to the Principal or administrator.
2. The TEACH Public Schools staff member will then contact the Principal or administrator regarding the reported incident immediately or as soon as practically possible, but no later than forty-eight (48) hours after the student's report. TEACH Public Schools staff member will make a written note that the report was forwarded to the Principal or administrator.
3. A student who wishes to resolve a concern or complaint with TEACH should make this report to a TEACH Public Schools staff member as soon as possible but no later than one hundred eighty (180) calendar days of the incident causing the concern or complaint.
  - a. Complainants are encouraged to keep a written log of incidents. This log should include, where possible, the items listed below, in subsection 5 of this Part.
  - b. Any witness of misconduct is encouraged to report the misconduct and to support the complainant in reporting the misconduct.

(6) The identity, number and relationships of the individuals involved (for example, misconduct by a teacher who is "off duty" may have greater impact on a complainant than similar behavior by another student; a group of students' misconduct toward one complainant might be more severe than one student's misconduct toward one complainant). (7) Statements of any witnesses to the incident, in writing, signed and dated by the witness(es)

(8) Any prior substantiated complaints

(9) Any other facts the investigator finds relevant (for example, a history of negative behaviors, such as teasing by the PCQ or repeated inappropriate comments by a teacher, leading up to the misconduct)

e. The investigator will also conduct a private, confidential interview with the PCQ to get the PCQ's response to the allegations.

f. The principal or other administrator will notify the complainant and his/her parent/guardian of the investigation's progress. (1)

Unless a crime or potential criminal act is involved, the complainant may request the investigation to stop at any time. Where TEACH Public Schools is required by law to continue, or where sufficient information has been gathered to show a problem, TEACH Public Schools shall move forward with appropriate corrective action without the complainant's participation.

(2) If the complainant is a minor, the complainant's parent/guardian must be consulted if the complainant requests the investigation to stop. A conference between the complainant, parent/guardian, and school administrator, point person and/or investigator should be held to discuss the decision.

g. The investigator has up to thirty (30) calendar days to investigate a complaint. The investigator will write a report for each complaint, to be completed and given to the site principal within three (3) school days of the completion of the investigation. This report will include:

(1) A description of the incident

(2) The complainant's claims

(3) The PCQ's response

(4) The results of the investigation's fact-finding:

(a) The results should include all investigated facts and evidence from the factors listed above.

(b) The investigator should include all documents relevant to the complaint and investigation.

(c) These facts and evidence will be summarized objectively. (5) Conclusions based on the factual findings (a) The facts will be reviewed impartially.

(b) The investigator will prepare a conclusion for each of the complainant's claims.

(c) Conclusions will be directly tied to the underlying facts supporting them.

(d) Conclusions will clearly state whether or not misconduct occurred.

(6) Recommendations for disciplinary action, see Part V below, or other reasonable, age-appropriate, specific corrective actions to end the discrimination or harassment, eliminate the hostile environment, or eliminate future discrimination or harassment.

2. TPS will maintain records of all investigations into misconduct claims.

a. These records will be confidential.

b. These records may be used for tracking of complaints in order to improve procedures. If used as part of a study or database, all names of parties will be removed to protect the privacy of the parties.

c. These records may be used to substantiate claims of repeated misconduct or retaliation for reporting misconduct.

Consequences

1. The site administrator will notify the complainant, the PCQ, and their parents or legal guardians of the determination of the complaint, including consequences, within two school days of the investigator's report to the site administrator.

2. Counseling services should be offered to both the complainant and the PCQ.

3. In less severe cases, with notice to the complainant and his/her parent or guardian, the principal or County Superintendent may determine that other consequences are more appropriate. These include:

a. A written warning

b. A formal written apology from the PCQ to the complainant

c. Transfer of the PCQ to another school class or program from a class s/he shares with the complainant, which may require an IEP review if the PCQ is a Special Education student

4. Appeal of determination of misconduct

a. If the complaint of misconduct is substantiated and the principal or County Superintendent determines that an involuntary release to student's district of residence is appropriate, the student charged with misconduct has the opportunity to appeal this decision.

b. For lesser disciplinary actions, the student charged with misconduct may request a conference between the student, his/her parent or guardian and the site principal.

(1) The charged student has five (5) school days from the day s/he learns of disciplinary action to request this conference.

(2) The school will hold this conference within five (5) calendar days of the request. The complainant and his/her parent or guardian will be notified of this conference. They may also attend or provide a written statement of their concerns.

5. Unsubstantiated complaints

## **Safety Plan Review, Evaluation and Amendment Procedures**

The plan will be monitored by administration with discussion at the SWPBIS team meetings, team meetings, and School Site Council meetings.

The goal for component 1: Students will understand and consistently follow the behavioral expectations. Objective: 1) Tier 1 and Tier 2 strategies for social emotional issues will be defined and in use.

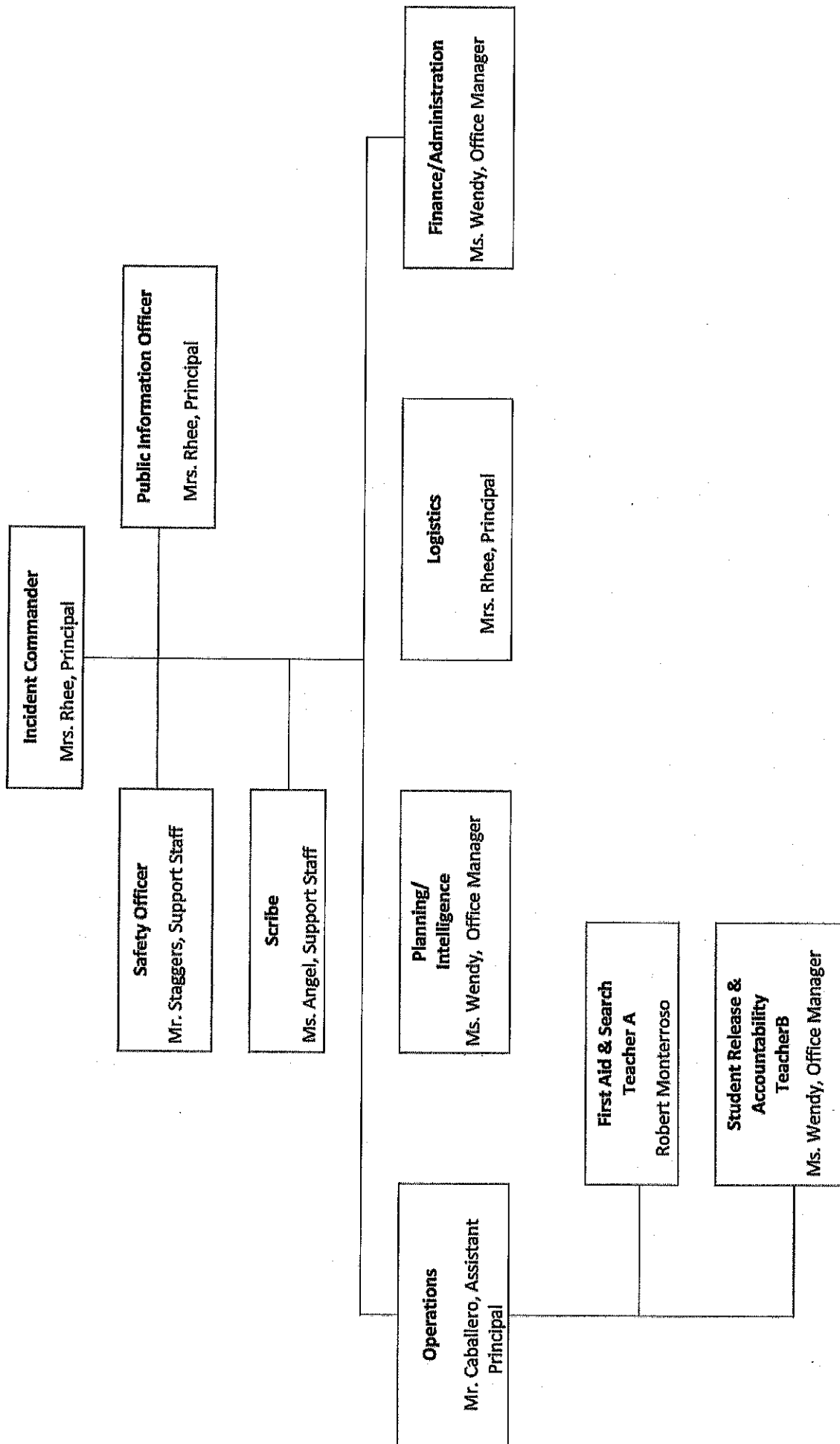
### **Procedures/Actions:**

- Character Pillar/Awards Assemblies done monthly for Way to Go Wednesdays
- RAMS Tickets (daily and weekly positive behavior incentives/rewards for students)
- Weekly Progress Note home to Parents/parent communication & conferences to reinforce positive behavior plans for students
- Staff In-Service and professional development on safety and SWPBIS strategies

**Emergency Contact Numbers****Utilities, Responders and Communication Resources**

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Los Angeles Sheriff	(323) 820-6700	
Public Utilities	Los Angeles Department of Water & Power	(800) DIAL-DWP	
Local Hospitals	Memorial Hospital of Gardena	(310) 532-4200	
City Services	Los Angeles Fire	(888) 772-3203	
School District	TEACH Public Schools	(323) 872-0808	LAUSD (213) 241-1000
Other	US Department of Homeland Security	(800) 375-5283	
Other	Federal Bureau of Investigation	(310) 477-6565	
Radio Station	Radio Station	(212) 975-8014	
Emergency Services	Psychiatric Emergency Team	(213) 738-4924	
Other	Crisis Response	(800) 733-2767	

**TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Incident Command System**



- Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit.
- Proclaim termination of the emergency and proceed with recovery operations if necessary.

**Command Post Equipment and Supplies:**

- Emergency Operations Plan
- Campus maps
- Master keys
- Pens, pencils etc.
- Clipboards
- Staff and student rosters- 2 sets
- 2- way radio
- Cell phone
- AM/FM portable radio
- Bullhorn
- Tables and chairs
- Canopy for shelter (if outside)
- Hardhat
- Vest
- Activity log

A.2		Safety		Officer
Primary:	Mr.	Vance,	Support	Staff
Alternate:	Mr.	John Stagers,	Support	Staff

The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

**Start up Actions:**

- Check In with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from logistics.
- Put on position identifier, such as vest or hat, if available.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.
- Document the following: Messages received, action taken, decision justification and documentation, requests filled.

**Operational Duties:**

- Monitor drills, exercises and emergency response for safety.
- Identify and mitigate safety hazards and situations.
- Stop or modify all unsafe operations.
- Ensure that responders use appropriate safety equipment.
- Think ahead and anticipate situations and problems before they occur.
- Anticipate situation changes, such as severe aftershocks in all planning.
- Ensure personnel have adequate intake of water and healthy meals, in the event of a prolonged activation.
- Keep the Incident Commander (IC) advised of your status and activity and on any problem areas that now need or will require solutions.

**Closing Down:**

- When authorized by IC, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

**Safety Officer Supplies/ Equipment:**

- Vest or position identifier
- Hardhat
- Clipboard, paper, pens and pencils
- Two-way radio



- Laminated poster board or dry erase board for display
- Activity Log

A.4. **Liaison Officer**  
 Primary: **Mr. Caballero**  
 Alternate: **Ms. Wendy**

The Liaison Officer serves as the point of contact for outside Agency representatives offering organizational assistance during school site emergency response. The Liaison Officer coordinates the efforts of these outside agencies while on-site to ensure the proper flow of information.

**Start up Actions:**

- Check with Incident Commander (IC) for situation briefing
- Determine your personal operating location and set up as necessary. All command staff should be congregated in one location at an Emergency Operations Center (EOC).
- Obtain necessary equipment and supplies from logistics.
- Put on position identifier, such as vest or hat if available.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the situation.

**Operational duties:**

- Brief Agency Representatives on current situation, priorities and incident action plan.
- Ensure coordination of efforts by keeping IC informed of agencies action plans.
- Provide periodic update briefings to Agency Representatives as necessary.
- Contact the American Red Cross and have them provide a representative to assess the situation.

**Closing Down:**

- At the Incident Commanders direction, deactivate the Liaison Officer position and release staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

**Liaison Officer Equipment and Supplies**

- Vest, hat position identifier.
- Two-way radio
- Clipboard, paper and pens
- Activity Log

**OPERATIONS**

**SECTION**

B.1 **OPERATIONS SECTION CHIEF**  
 Primary: **Mr. Caballero**  
 Alternate: **Ms. Rosario**

The Operations Chief manages the direct response to the disaster, which can include the following teams:

- Site Security
- Search and Rescue
- Student Care
- Medical, First Aid
- Student Release

**Start up Actions:**

- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Assume the duties of ALL Operations Section positions until staff is available and assigned.

- Determine integrity of on-campus water system and report this information to the Operations Section Chief.
- Direct the suppression of small fires.
- Coordinate the location of existing and potential hazards.
- Facilitate emergency vehicle access to the campus.
- Oversee/Monitor campus security/perimeter control
- Secure school campus and buildings from un-authorized access.

#### Closing Down:

- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

#### Security Team Leader Equipment and Supplies

- Vest
- Hardhat
- Work gloves
- Whistle
- First Aid Kit
- Two- way radio
- Grand Master Key(s)
- Carry bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, crescent wrench and shut off tools for gas.
- Activity log

B.3	Search	and	Rescue	Team	Leader
Primary:		Mr.		Jonathan	Staggers
Alternate:		Mr.			Robert

The Search and Rescue Team Leader is responsible for coordinating all on-site search and rescue efforts. This responsibility includes identifying search and rescue priorities and making team assignments. The Search and Rescue team Leader is also responsible for ensuring the safety of his/her teams while they are in the field.

#### Start up Actions:

- Obtain all necessary equipment.
- Obtain briefing from operations Chief, noting known fires, injuries, or other situations requiring response.
- Assume all Team duties until staff is assigned and available.
- Assign teams based on available manpower, minimum 2 persons per team.

#### Operational Duties:

- Perform visual check of outfitted team leaving CP, include radio check. Teams must wear sturdy shoes and safety equipment.
- Record names and assignments before deploying teams.
- Dispatch teams to high priority areas first, then to search the campus using specific planned routes.
- Send a specific map assignment with each team.
- Remain at Command Post (CP) in radio contact with Search and Rescue Teams.
- Record all teams' progress and reports on site map, keeping other at CP informed of problems. When a room is reported clear, mark a "C" on the site map.
- If injured students or staff is located, consult Operations Chief for response. Utilize Transport Teams, or send a Medical/First Aid Team.
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) on map.
- Keep radio communication brief and simple. No codes.

#### Closing Down:

- Record the return of each S and R Team. Direct them to return equipment and report for additional assignments to Logistics.
- Provide maps and logs to the Documentation Unit.

- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pens and pencils
- Duct tape
- Masking tape
- Activity log

B.5	Medical	Team	Leader
Primary:		Ms.	Lopez
Alternate:		Ms.	Lozano

The Medical Team Leader is responsible for the provision of emergency medical response, first aid and counseling. Informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide. Ensures that appropriate actions are taken in the event of deaths.

#### Start Up Actions:

- Establish scope of Incident with Incident Commander and determine probability of outside emergency medical support and transport needs.
- Assume all Team duties until staff is assigned and available.
- Make Team personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- Setup first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/ supplies.
- Assess available inventory of supplies and equipment.
- Review safety procedures and assignments with personnel.
- Establish point of entry for triage into treatment area.
- Establish Immediate and delayed treated areas.
- Set up separated Psychological First Aid area if staff levels are sufficient.

#### Operational Duties:

- Oversee care, treatment, and assessment of patients.
- Ensure Caregiver and rescuer safety: Latex gloves for protection.
- Make sure that accurate records are kept.
- Provide personnel response for injuries in remote locations or request transport team from Logistics.
- If needed, request additional personnel from Logistics.
- Report deaths immediately to Operations Chief.
- Keep Operations Chief informed of overall status.
- Set up morgue, if necessary, in cool, isolated secure area; follow guidelines.
- Stay alert for communicable and isolate as appropriate.
- Consult with Student Care director regarding health care, medications and meals for students with known medical conditions.

#### Closing Down

- At the Incident Commanders direction, release Medical staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

#### Medical Team Leader Equipment and Supplies

- Vest
- Hardhat

**Closing Down:**

- Return equipment and unused supplies to Logistics.
- Clean up first aid area. Dispose of Hazardous waste safely.
- Complete all paperwork and turn it in to the Documentation Unit.

**Medical Teams Equipment/Supplies**

- Vest
- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- One member wear first aid backpack
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pens and pencils
- Duct tape
- Masking tape
- Activity log

**B.7                    Student                    Care                    Team                    Leader:                    Mr.                    Caballero**

The Student Care Team Leader is responsible for providing for the safe sheltering and care of students and staff while on-site during an emergency. This person is also in charge of facilitating campus evacuation, when the school site is deemed, by the Management Team to be unsafe.

Personnel: Classroom teachers, substitute teachers and staff are assigned.

**Start-up Actions:**

- Wear identification vest if available.
- Take job description clipboard and a radio
- Check in with Operations Chief for situation briefing.
- Assume all Team duties until staff is assigned and available.
- Assign personnel to assignments as needed.
- If designated assembly/shelter site is destroyed or inaccessible, consult with Operations Sections Chief and determine alternate location.
- If school is evacuating:
- Verify that the assembly area and routes to it are safe.
- Count or observe the classrooms as they exit, to make sure that all classes evacuate.
- Initiate the set-up of portable toilet facilities and hand washing stations.
- Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the disaster.
- Monitor the safety and well being of the students and staff in the shelter/assembly area.
- Oversee the procurement and distribution of food and water.
- Direct set-up of sanitary facilities when necessary.
- Coordinate Student Release with Student Release Team Leader when directed by Operations Section chief.
- Administer minor first aid as needed.
- Determine the need for setting up a counseling/mental health site.
- Communicate need to Operations Section Chief.
- Arrange for counseling and mental health intervention as needed.
- Coordinate with Medical Branch for treatment of more serious physical and mental health care.

- Activities for students: books, games, etc.
- Activity Log

B.9	Student	Release	Team	Leader
Primary:		Mr.		Vance

Oversee the reunification of students with their parents or authorized adult through separate Request and Release Gates.

Personnel: School Registrar, available staff and emergency volunteers. Law enforcement if available, to maintain security of release area.

**Start up Actions:**

- Attend a briefing with the Operations Section Chief and other Operations Team Leaders.
- Open and maintain position activity log.
- Assume all Team duties until staff is assigned and available.
- Designate secure areas for student request and release and authorize setup.
- Set up Request Gate at a main student access gate if possible. Note: Release Gate should be some distance from Request Gate.
- Obtain and wear vest or position identifier, if available.
- Obtain necessary equipment and forms from logistics.

**Operational Duties:**

- Monitor request and release operations.
- Oversee Student Release Team "Procedures" for request and release of students.
- Assist with the location/ verification of missing students.
- Stay in contact with Student Care, Site Security, and Medical Team Leaders.

**Closing Down:**

- At the direction of the Operations Chief, Return equipment and unused supplies to Logistics.
- Complete all paperwork and turn in to the Documentation Unit.

**Student Release Team Leader Equipment/Supplies**

- Job Description clipboards
- Pens, pencils and staplers.
- Boxes of Emergency Cards.
- Signs to mark Parent Request Gate and Parent Release Gate.
- Signs for alphabetical grouping to organize the parents (A-F etc.)
- Student Release Log

B.10	Student	Release	Team
Primary:		Ms.	Wendy
Spanish		Ms.	Rosario

**Start up Actions:**

- Report to Student Release Team Leader for briefing and assignments.
- Gather all student release equipment and supplies.
- Set up Request Gate at a main student access gate.
- Post alphabetical signage on Request Table to organize parent requests (example: A-F, G-L, M-R, S-Z).
- Have Student Release Forms available for parents outside of fence at Request Gate. Have support from other staff and law enforcement, if available.
- Set up Student Release Gate some distance from Request Gate.
- Have Student Release Forms available on clipboards.
- Secure area against unauthorized access. Mark gates with signs.
- Obtain and wear vest or position identifier.

Primary: Mrs. Rhee

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource status. Work with Incident Commander to develop the Incident Action Plan. The Section is made up of the Documentation Unit and the Situation Analysis Unit.

**Start up Actions:**

- Check in with Incident Commander (IC) for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Open and maintain activity log.
- Assume duties of ALL Planning Section positions until staff is assigned and available.
- Activate Unit Leaders as needed.
- Put on position identifier, such as vest etc.
- File all reports for reference.
- Important: a permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—they are legal documents.

**Student and Staff Accounting:**

- Receive record and analyze Student Accounting forms.
- Coordinate with the Staffing Unit in Logistics to ensure that staff sign in, recording name, assignment, and time on-duty and off-duty.
- Check off staff roster. Compute number of students, staff and others on campus for Situation Analysis. Update periodically.
- Report missing persons and site damage to Command Post.
- Report first aid needs to Medical Team Leader.
- File forms for reference.

**Closing Down:**

- Collect and file all paperwork and documentation from deactivating sections.
- Securely package and store these documents for future use.
- Return equipment and reusable supplies to Logistics.

**Planning Chief Equipment/Supplies**

- 2 way radio
- Paper, pens

File		Box
Job	Description	clipboard
Forms:Situation/Status		Report
Situation/	Status	Update

**Check in with Planning for situation briefing.**

- Obtain necessary equipd supplies from Logistics.

Operational Duties

**Situation Status – Map**

- Collect, organize and analyze situation information.
- Mark site map appropriately as related reports are received. This includes but is not limited to Search and Rescue reports and damage updates, giving a concise picture status of campus.
- Preserve map as legal document until photographed.
- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home etc.)

**Situation Analysis:**

- Provide current situation assessments based on analysis of information received.
- Develop situation reports for the Command Post to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- Report only to Command Post Personnel. Refer all other requests to Public Information Officer.

**Start Up Actions:**

- Check In with Planning Chief for situation briefing.
- Obtain necessary equipment and supplies form Logistics.
- Put on position Identifier, such as vest or hat.

**Operational**

**Duties:**

**Situation Status- Map**

- Collect, organize and analyze situation information.
- Mark site map appropriately as related reports are received. This includes but is not limited to Search and Rescue reports and damage updates, giving a concise picture status of campus.
- Preserve map as a legal document until photographed.
- Use area wide map to record information on major incidents, road closures, and utility outages. Can use by staff for planning routes away form campus.

**Situation Analysis:**

- Provide current situation assessments based on analysis lf information received.
- Develop situation reports for the Command Post to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- Report only to Command Post Personnel. Refer all other requests to Public Information Officer.

**Closing**

Close out all logs and reusable turn into Documentation. Return equipment and supplies to Logistics.

**Situation Analysis Unit Equipment/Supplies**

- 2 way radio
- Paper and pens, pencils, dry erase board and pens, tissues
- File boxes
- Job Description clipboard
- Large site map of campus laminated or covered with Plexiglas.

**LOGISTICS**

**SECTION**

**D.1**

**LOGISTICS**

**SECTION**

**CHIEF**

**Primary:Robert**

**Montero**

The Logistics Section is responsible for providing facilities, services, personnel, equipment, materials and forms in support of the incident. The section set ups and maintains an Incident Check-in Roster. The Section is made up of the following units: Supplies/Facilities, Staffing and Communications.

**Start up Actions:**

- Check In with Incident Commander for situation briefing.
- Obtain on site supplies and open facilities.
- Put on position identifier, such as vest or hat.
- Assume lead of all Logistics positions until staffed.
- Activate Team leaders.
- Begin distribution of supplies and equipment as needed.

**Operational Duties:**

- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Ensure that the Incident Command Post and other facilities are properly set up.
- Coordinate supplies, equipment and personnel needs with the Incident Commander.
- Maintain security of stored supplies and equipment.
- Oversee distribution of supplies and equipment where and as needed.

**Closing Down:**

- At the Incident Commander's direction, deactivate the section and close out all logs.

**Staffing Unit Equipment/ Supplies**

- 2 way radio
- Job Description clipboard
- Paper, pens and paper
- Cargo container or other storage area with emergency supplies stored on campus

**D.4** **Communications** **Unit**

**Primary:** **Mrs.** **Rhee**

This unit is responsible for establishing, coordinating and directing verbal and written communications within the school disaster site and with the School District. If the School District cannot be contacted, communications may be made with outside agencies when necessary.

**Personnel:** School staff member with two-way radio, supported by student or disaster volunteer runners, and if available, a Disaster volunteer who is a qualified amateur radio operator.

**Start Up Actions:**

- Set up Communications station in a quiet location with access to the Command Post.
- Turn on radios and advise Command Post when ready to accept radio traffic.

**Operational Duties:**

- Coordinate all communications between site, XXX School District and local Emergency Operations Center.
- Use runners to deliver messages to the Incident Commander with copies to the Planning Section Chief.
- Maintain Communications log: Date/ Time/ Originator/ Recipient.
- Monitor AM/FM radio stations and local TV for local emergency news.
- Direct the media or the public to the Public Information Officer.

**Closing Down:**

- Close out all logs, message forms, etc. and turn them over to Documentation.
- Return all equipment and unused supplies to Logistics.

**Communications Unit Equipment/ Supplies**

- 2 way radios with spare batteries for each
- Job description clipboard
- Paper, pens and pencils
- Table and chairs
- AM/FM Radio and television if possible
- File boxes
- Tote tray for outgoing messages
- Activity Log

**D.5** **Transportation** **Unit**

**Primary:** **Matt** **Brown**

The Transportation Unit is responsible for implementing the transportation plan during school emergencies. Part of those responsibilities include assessing the need for buses and trucks for the ferrying of students, staff and/or supplies and directing vehicles to where they are needed.

**Start Up Actions:**

- Attend a briefing with the Logistics Section Chief and the Supplies and Staffing Team Leader.
- Open and maintain position activity log.
- Gather all supplies and personal safety gear.

**Operational Duties:**

- Implement various components of the transportation plan.
- Direct the use of vehicles on campus.
- Stay in contact with Section Chief about the needs of other sections.



- Monitor the tracking of response-related requests and purchases.
- Facilitate the processing of purchase requests from Logistics Section Chief.

#### Closing Down:

- Release staff and volunteers per direction of Section Chief.
- Make sure all equipment and unused supplies are returned to Logistics.
- Complete/close-out all logs and turn them over Documentation Team.

#### Record keeping Unit Equipment/ Supplies

- Job Description clipboard
- Paper, Pens and Pencils
- Activity Log

#### 9. XXX SCHOOL DISTRICT EMERGENCY RESPONSE PROCEDURES

- Local Emergency and Agency Phone Numbers
- Overview of Emergency Procedures
- Initial Response to Emergencies
- Duck and Cover
- Shelter In-Place
- Lock Down
- Building Evacuation
- Off- Site Evacuation
- All-Clear
- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- Bus Disaster
- Disorderly Conduct
- Earthquake
- Explosion
- Fire
- Fire on School Grounds
- Flooding
- Incapacitated Staff Member
- Loss of Utilities
- Motor Vehicle Crash
- Psychological Trauma
- Suspected Contamination of Food and/ or Water
- Unlawful Walkout/Demonstration
- Windstorm
- First Aid Guidelines

#### Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

#### Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is

## **Emergency Response Guidelines**

### **Step One: Identify the Type of Emergency**

Assess the situation carefully yet quickly. Is there immediate danger to staff or students? Is the danger within the building or outside the building? What is the magnitude of the event?

### **Step Two: Identify the Level of Emergency**

What is the magnitude of the event? Is it life threatening? What needs to be done immediately to protect safety while further information is gathered?

### **Step Three: Determine the Immediate Response Action**

Do not delay in calling 911 and the District Office. It is better to have emergency responders arrive and not be needed than to delay calling them and risk injury or harm.

### **Step Four: Communicate the Appropriate Response Action**

Communicate clearly to staff and students what they should do immediately. Activate the emergency response team at the school as needed.

- b. Lock all classroom doors
  - c. Have students lie on floor, behind or underneath solid objects
  - d. Close blinds stay away from windows
  - e. Control all cell phone activity
  - f. Remain in classroom until personally advised to move by administration or law enforcement
7. If students are not in class at time of Lockdown, staff will:
- a. Move students to nearest available safe building, without drawing attention to self or students. If doors are locked, continue to look for a safe area.
  - b. Once inside, lock doors if possible; if lock is on outside of door, attempt secure door from inside
  - c. Follow remaining steps in item 6 above
8. Staff takes steps to calm and control students, and if safe to do so, attempt to maintain separation between students and suspect(s)
9. Maintain order in all areas of assembly or shelter, await arrival of law enforcement. Be prepared for lengthy stay of 2-4 hours.
10. All Clear signal will be made by personal notification only, after consultation with Law Enforcement Administrative Personnel on scene
11. Staff is not to act upon bells or PA messages without this personal notification

### **Biological or Chemical Release**

#### **Chemical Spill/ Incident If Indoors:**

1. Block or rope off area – DO NOT TOUCH ANYTHING.
2. Evacuate room and TURN OFF air conditioning system.
3. Notify school office and Head Custodian of the incident - contact 911 if necessary.
4. Head Custodian should check for chemical safety data to determine clean up procedure.

#### **If Outdoors:**

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the principal will determine if students should be evacuated.
2. Move away from buildings, poles and overhead wires.
3. Close doors and windows and TURN OFF air conditioning system.
4. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
5. Give first aid.
6. Staff to follow the emergency procedures previously described.

A biological or chemical release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant. This procedure deals with three possible scenarios involving the release of biochemical substances:

Scenario 1: Substance released inside a room or a building

Scenario 2: Substance released outdoors and localized

Scenario 3: Substance released in the surrounding community

It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below:

Scenario 1: Substance Released Inside a Room or Building

#### **General Procedures**

1. Evacuate the building
2. Notify Main Office Administration
3. Turn off all fans in the area of the release; close the windows and doors, shut down the building's air handling system

#### **IC Responsibilities**

1. Signal for the building to be evacuated

**Scenario 3: Substance Released in Surrounding Community****IC Responsibilities**

1. Once local authorities determine a potentially toxic substance has been released to the atmosphere, initiate a Lockdown (Soft) 2. Direct all students and staff who are outside when the Lockdown (Soft) is declared to return to their classrooms or other designated space
3. Call 911 and advise them of the school's response to the event
4. Contact the Alliance Home Office
5. Direct staff to turn off local fans, close and lock doors and windows. Consider directing staff to seal gaps under doors and windows with wet towels or duct tape. If gaps are sealed; monitor the air space in each classroom.
6. Direct School Emergency Response Team (search & rescue team) to seal vents with aluminum foil or plastic wrap and turn off sources of ignition, such as pilot lights, and shut down all buildings' air handling systems
7. Turn on a radio or television station to monitor information concerning the incident
8. Do not declare an All Clear until the County HazMat or appropriate agency provides clearance to do so

**Teacher/Staff Responsibilities**

1. When directed to do so, turn off local fans, close and lock doors and windows, seal gaps under doors and windows with wet towels or duct tape. If gaps are sealed; monitor the air space.
2. Report any medical conditions or other concerns to the IC.

**Bomb Threat/ Threat Of violence****Lockdown/Shooting Incident**

If a shooting takes place the first priority is to shelter students and staff. On hearing shots or an announcement from Principal:

1. Teachers close and lock all classroom doors and windows immediately.
2. Teachers take roll.
3. Teachers calmly direct students to duck under their desks.
4. Principal calls 911.
5. Principal assigned person ensure students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure classroom or office.
6. Office personnel close and lock all office doors and windows immediately.
7. Nobody leaves their secure sites until emergency crew members escort them to safety.
8. Assigned person(s) will control and organize media.
9. Assigned person(s) will ensure that counseling services are available as soon as possible.

**Bomb Threat**

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a citing of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify Principal immediately.
2. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a citing of a suspicious object, the person would:

1. Notify Principal immediately.
2. Do not touch the object but note any identifying features to describe it to the Principal and emergency crews.

In all cases:

1. If Principal determines to evacuate, staff follows emergency procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
3. If you see any suspicious object, steer clear of it and report it to the Principal and the emergency crew chief. Follow all emergency crew and bomb squad directives.
4. Use radios, walkie-talkies and phones only if absolutely necessary as the frequencies may set off the bomb(s).

- e. Turn off all two-way radios
  - 3. Dispatch SERT to notify each classroom of the need to evacuate the school. While completing this task, conduct a limited search of common areas of the school.
  - 4. In consultation with police/fire officials, determine when it is safe to reenter the school
- NOTE: Do not utilize the fire alarm system to evacuate the building

#### Teacher/Staff Responsibilities

- 1. Upon receipt of notification to evacuate the school, conduct a limited search of classrooms to determine if any strange or unknown objects are in the room
- 2. Proceed to pre-designated evacuation point with emergency back pack
- 3. Maintain control of students and advise SERT of any missing children
- 4. Do not reenter the building until directed to do so by a SERT member or someone in authority

#### Device Found

Upon discovery of a suspicious device, immediately send word to the IC. If the device is found in a classroom with students, immediately, but in an orderly manner, evacuate the classroom. UNDER NO CONDITION ATTEMPT TO TOUCH OR MOVE THE DEVICE.

#### IC Responsibilities

- 1. Upon notification of a device found:
  - a. Call 911 – advise building is being evacuated because a suspected bomb has been discovered. If possible, give a description of the device.
  - b. Activate the SERT
  - c. Turn off the school bell system
  - d. Turn off all two-way radios
  - e. Do not use the fire alarm system to evacuate the building
- 2. Dispatch SERT to begin the evacuation process. The order of evacuation should be:
  - a. Classroom in which the device is located
  - b. Classrooms on either side of, across the hall from, that back up to, or are directly above or below the classroom containing the device. Continue increasing the size of the evacuation until all students and staff are at a safe distance.
- 3. The evacuation must be conducted in an orderly and controlled manner so as not to create an unstable environment which may exacerbate the situation
- 4. In consultation with police/fire/bomb disposal officials, determine when it is safe to reenter the building

#### Teacher/Staff Responsibilities

- 1. Upon receipt of notification to evacuate the classroom, proceed to pre-designated evacuation location with emergency back pack
- 2. Maintain control of students and advise SERT of any missing or unaccounted for students
- 3. Do not enter the school until directed to do so by an SERT or police/fire authority.

#### Bus Disaster

TEACH Prep Elementary School does not provide buses. In situations where buses are provided to students independent contractors are hired and responsible for student safety. TEACH PS provides the following guidelines for bus emergencies: Emergencies occur without warning and vary in their level of risk and severity. During any emergency situation bus drivers must be able to focus on all of the interrelated pieces of a particular emergency. While each situation will be different and could have many parts, the driver will need to stay focused on their responsibility and work towards providing a safe environment for all passengers regardless of their involvement in the emergency.

Use this Emergency Plan as a guide as you assess the emergency situation. It will help you determine the courses of action that will best address the threat or hazard you are facing. Bus drivers are empowered to deviate from the roles described in this plan including the order of these actions, whenever doing so is likely to reduce the risk of serious injury or death. These procedures apply to student activity trips and regular school bus routes.

The teacher may render immediate first aid if necessary. Students with major injuries and are unable to move are to remain in the classroom (search & rescue team members or first responders will remove injured students/staff). Students with minor injuries are to be moved out of the classroom with the class.

1. Teachers check primary evacuation route for blockage and dangers such as fallen trees or electrical wires
2. If primary route is blocked, check alternate route. Do not walk under covered walkways unless absolutely necessary.
3. If both routes are blocked do not risk injury to yourself or students. Wait for help to arrive
4. When evacuating classroom, take your emergency backpack and folder with you.
5. Check with your buddy teacher during an evacuation to ensure everyone is evacuating and assist or evacuate the class yourself if necessary
6. Door is to be left open during an earthquake disaster

Always DUCK, COVER, and HOLD when an earthquake occurs. Assess the situation and remain calm. When alerted to evacuate or have made a decision to evacuate, look for the safest route, take your emergency backpack and ID card, and escort your children to the assembly area. Check the adjacent classroom(s) and assist if necessary or evacuate the class(es). Wedge the door open if possible. Take the attendance with the Emergency Attendance Form to the evacuation site and display appropriate 'alert card' (Green Card = all students accounted for, Red Card = missing students and/or need assistance) from the emergency backpack.

1. Anyone who is 'injured but mobile' should be escorted to the assembly area
2. Anyone who is 'severely injured and not mobile' should be left for the search and rescue team or first responders
3. Leave all 'dead' where they are

All classified and support staff are to escort their students to the assembly area and return to their teacher. They will then await instruction from the IC. Office personnel are to take emergency cards, radios, and key sets with them and report to the Incident Commander for instructions.

### **Explosion or Risk Of Explosion**

This section addresses four possible scenarios involving an explosion or risk of explosion:

Scenario 1: Explosion on school property

Scenario 2: Risk of explosion on school property

Scenario 3: Explosion or risk of explosion in a surrounding area

Scenario 4: Nuclear blast or explosion involving radioactive materials (a nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout)

It is important to first determine which scenario applies and then implement the appropriate response procedures.

#### **Scenario 1: Explosion on School Property**

##### **General Procedures**

1. Call 911
2. Initiate Duck, Cover and Hold procedures
3. Consider the possibility of another imminent explosion and take appropriate action
4. After the explosion, the IC will initiate the appropriate response signal, which may include a Lockdown or Evacuation. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
5. In the event of an evacuation, sound the fire alarm and everyone in the school should leave the building in a calm, orderly manner with classes led by teachers.
6. Any students separated from their classes should be incorporated into any adult-led group
7. Follow the evacuation routes established in the fire drill plan. Create a safety zone -- at least 300 feet from the building.
8. Staff without classes should monitor crosswalks or other posts to locate children that may have been separated from adult supervisors
9. Teachers should have class rosters so that each student can be accounted for once the evacuation is completed. Names of any students unaccounted for or students that have joined groups other than their own classes in the evacuation process should immediately be given to the IC.
10. The IC should formulate a list of students that could still be in danger with the assistance of other administrators or staff
11. Limit the use of electronic and motorized devices – no open flames
12. Attempt to suppress fires with extinguishers

### Fire on School Grounds

Fires may occur at any time in almost any structure and usually are totally unexpected. The longer a fire is undetected the more severe and dangerous it can become. A definite plan of action is needed for each occupied area to ensure that the maximum effort is made to protect the occupants and the buildings involved.

The Principal of each school shall develop a route of egress and an alternate route to be used in case of fire. These route signs shall be posted in each occupied area in a conspicuous place, preferably near the door to be used during the evacuation (place at student's eye level). Clearly identify the primary escape route.

Fire extinguishers should be used only after notifying the Fire Department and only if feasible. Fire extinguishers are intended for small fires only. In addition, the user should make sure the fire extinguisher is of the proper type for the fire before using it.

### General Fire Safety

1. Ensure that all exits are clearly marked and free of clutter (this includes classroom exits)
2. Ensure the location of all fire extinguishers and pull stations is indicated on the evacuation map posted in every classroom and office.

### Passage and Aisle Widths

A minimum of 36 inch free and clear passage width shall be maintained in all doorways and aisles within each classroom and office. Equipment, furniture, or materials which reduce these passageways to less than 36 inches must be relocated.

### Turning off the Fire Alarm System

If for any reason it is determined that the fire alarm bell system must be silenced, a trained member of the staff must maintain a watch at the systems panel to monitor for activation of the systems detection devices. This person should have radio communications to others who can: sound an alert for evacuation if necessary; be dispatched to the area where the device has been activated to verify a fire or emergency; and to ensure that they system is not silenced and forgotten.

### Fire Procedures

1. Any person discovering a fire will activate the fire alarm, call 911, evacuate the area, close doors and windows to confine the fire, or extinguish it if possible. Take your Emergency Backpack and ID card when evacuating.
2. Check with your buddy teacher during an evacuation to ensure everyone is evacuating and assist or evacuate the class yourself if necessary. All staff are to report to the assembly area and display the appropriate 'alert card' (Green Card = all students accounted for, Red Card = missing students and/or need additional assistance) in the emergency backpack.
3. The IC is to be notified immediately
4. Members of the Search Team or IC designee will report to the evacuation site before any students arrive. Team members will look for any suspicious objects or behavior (i.e. abandoned cars or objects in evacuation site) and report findings to IC. In the event of a suspicious object, team member will redirect teachers and students to alternate evacuation site.
5. The IC will form a Command Post at the evacuation site.
  - a. Direct that the necessary agency contacts be made
  - b. Teachers will immediately take roll and report any missing students to the Search Team Coordinator by using the card system. If problems exist, hold up appropriate colored card:
    - ? Red Card - Missing Students/Need Assistance
    - ? Green Card - All Students Present
6. The Search Team Coordinator will manage the reconciliation of all students and staff. The Search Team Coordinator is responsible for bringing the Visitor's Log and Early Dismissal Log (and any additional entry logs) to the evacuation site and reconciling attendance with these documents.
7. First aid is rendered as necessary
8. Use fire extinguisher if appropriate. While attempting to extinguish the fire, the user should keep a free exit path to his/her back to prevent being trapped by the fire. If one extinguisher does not put out the fire, do not go searching for additional extinguishers. Close off the area as best as possible, and exit the building immediately.
9. Access roads are kept open for emergency vehicles
10. IC in consultation with first responders will determine if students and staff should be moved to another area and/or begin the early release procedures
11. Students and staff will not return to the school building until fire department officials declare the area safe

2. Notify school office and TEACH headquarters.
3. Have custodian turn off pressure to drinking fountains and sinks.

### **Motor Vehicle Crash**

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to the Biochemical or Chemical Release section.

#### **General Procedures**

1. Based on the location and extent of the crash, the IC will declare a Lock Down – Response or evacuation
2. If an evacuation is declared, students and staff will follow standard evacuation procedures. IC will determine safest location for evacuation site.
3. Call 911
4. The IC will direct members of the School Emergency Response Team (search & rescue) will secure the area surrounding the crash to prevent unauthorized access, until the police arrive
5. The IC will direct the search & rescue team to perform fire suppression activities, if necessary, until the fire department arrives
6. The IC will direct the first aid team to check for injuries and provide appropriate first aid

### **Pandemic**

#### **Psychological Trauma**

Crisis management at TEACH PS specifies actions during and subsequent to any emergency that may have a psychological impact on students and staff. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

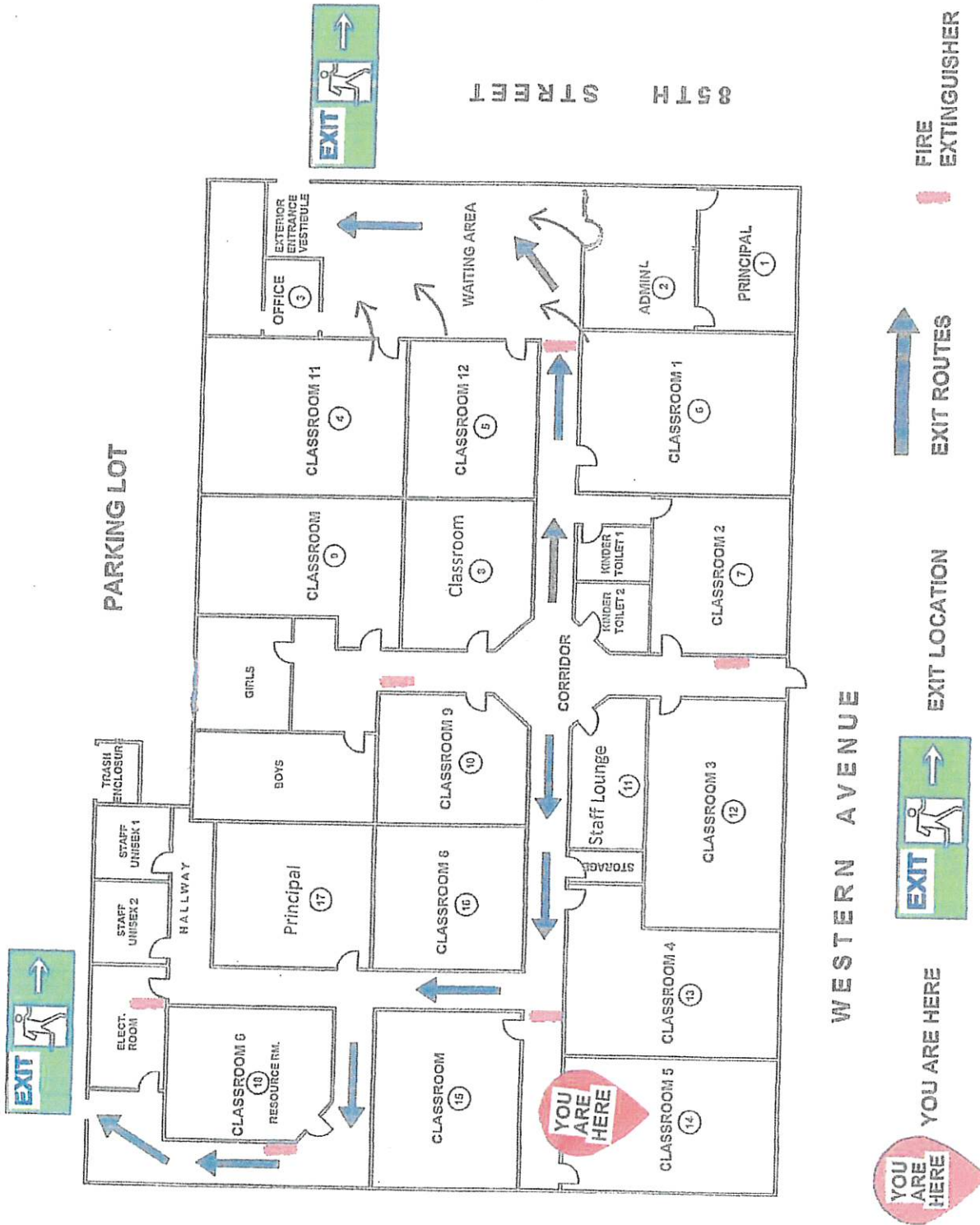


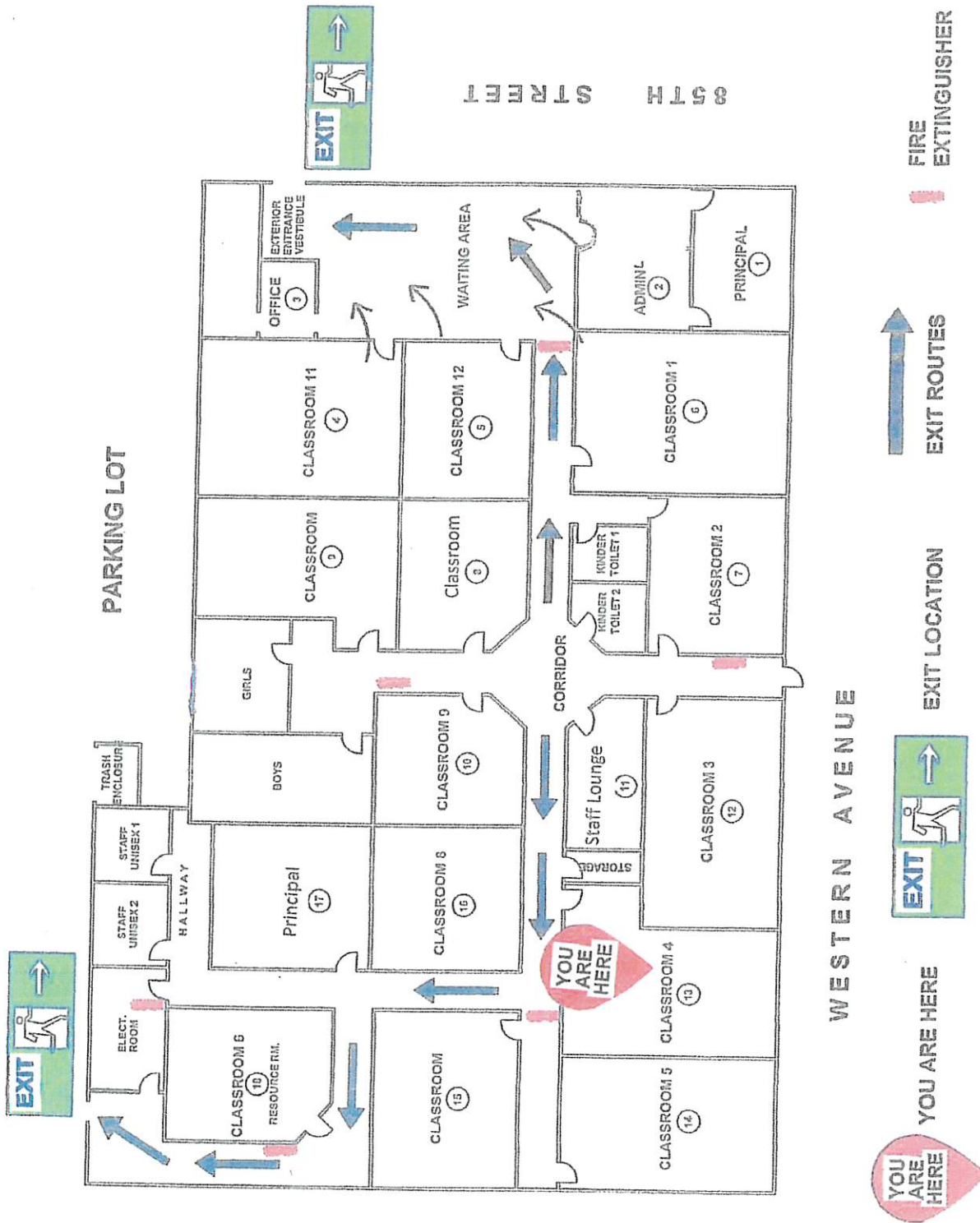
## **Tactical Responses to Criminal Incidents**

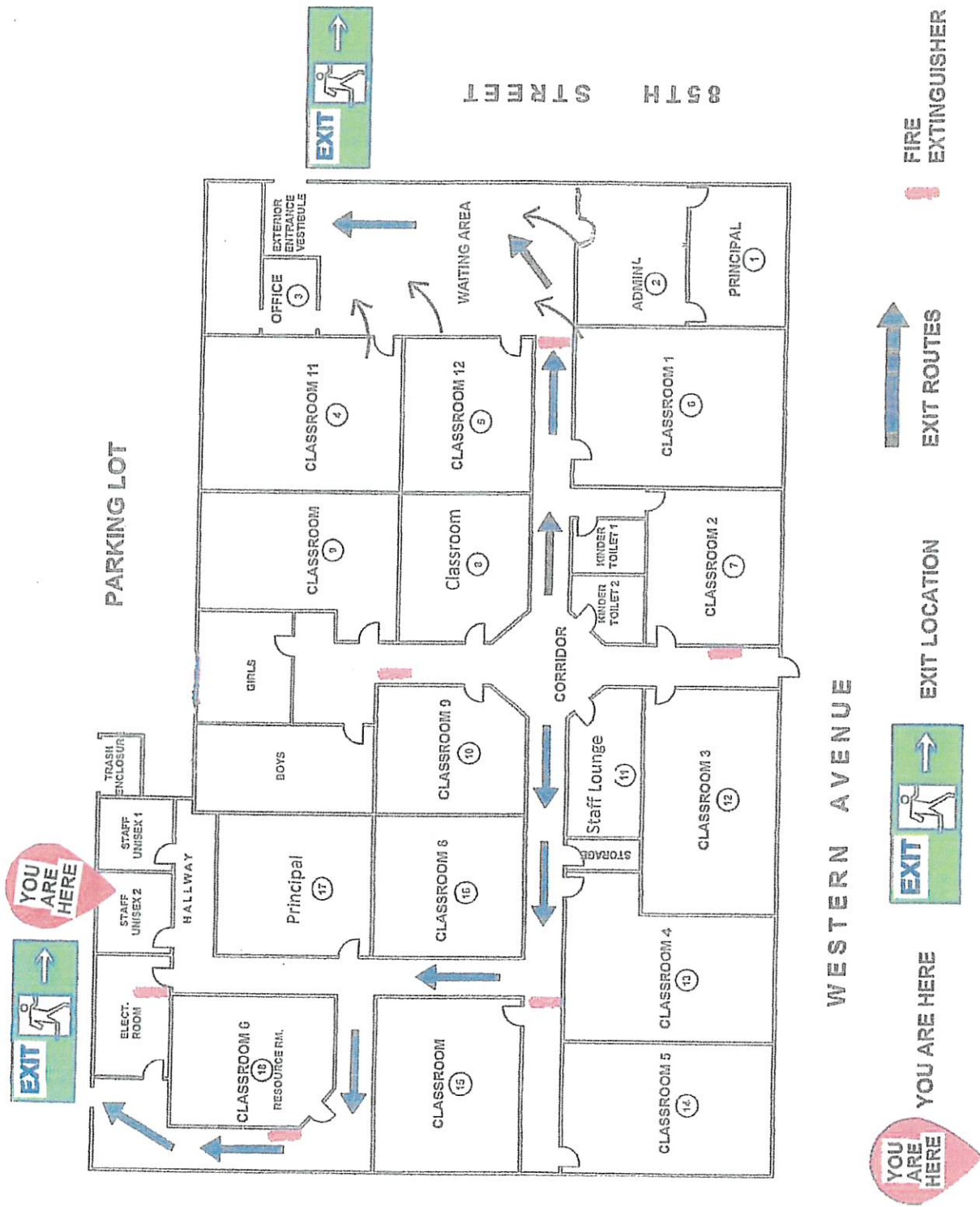
### **Unlawful Demonstration or Walkout**

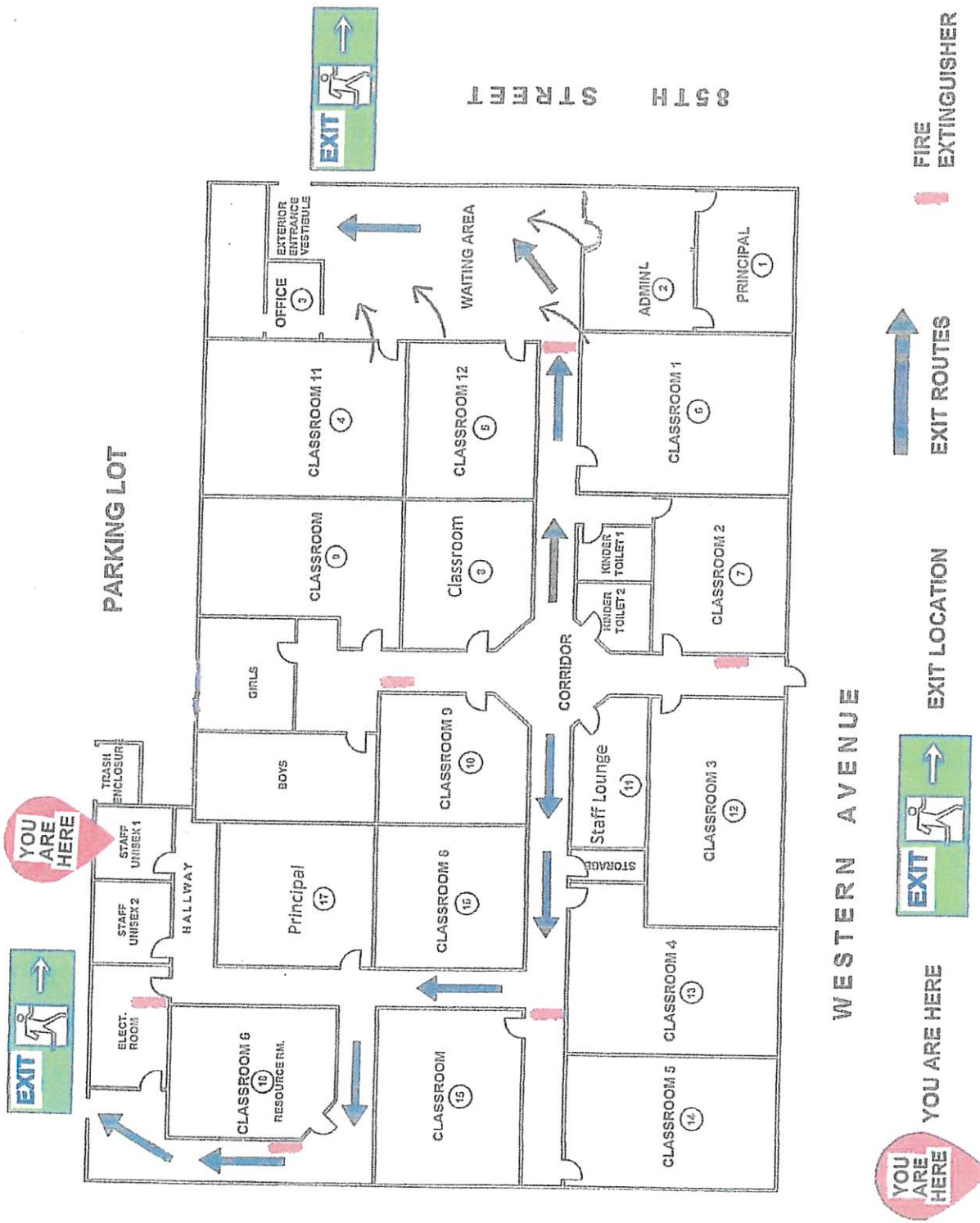
Principal stays on site to supervise students

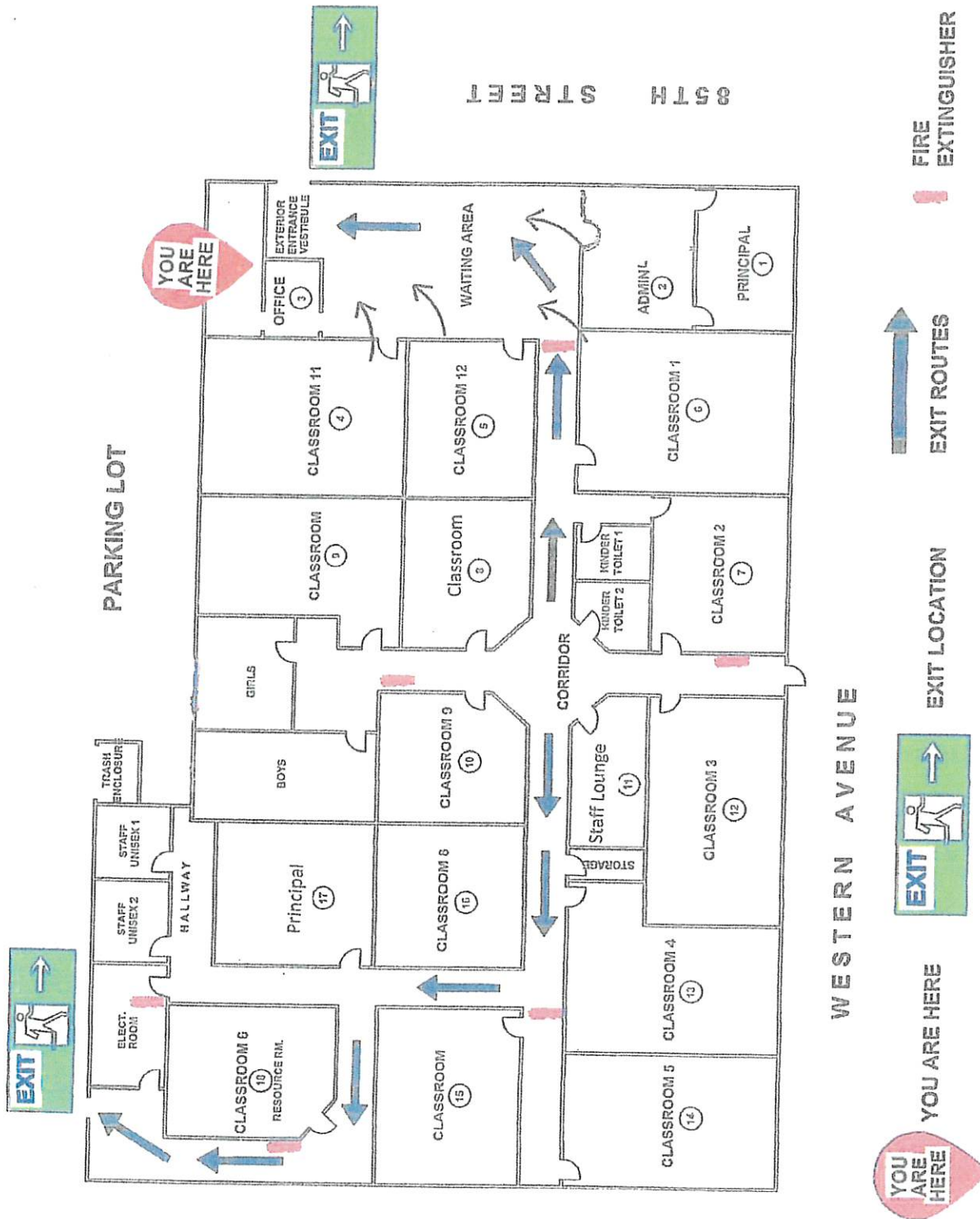
- Talk to students as they leave campus if this is manageable--do you understand that you will be marked absent? Do your parents know you are leaving campus and will be unsupervised?
- Support staff and campus supervisor(s) depending on the size of the crowd walk with students to protect their safety.

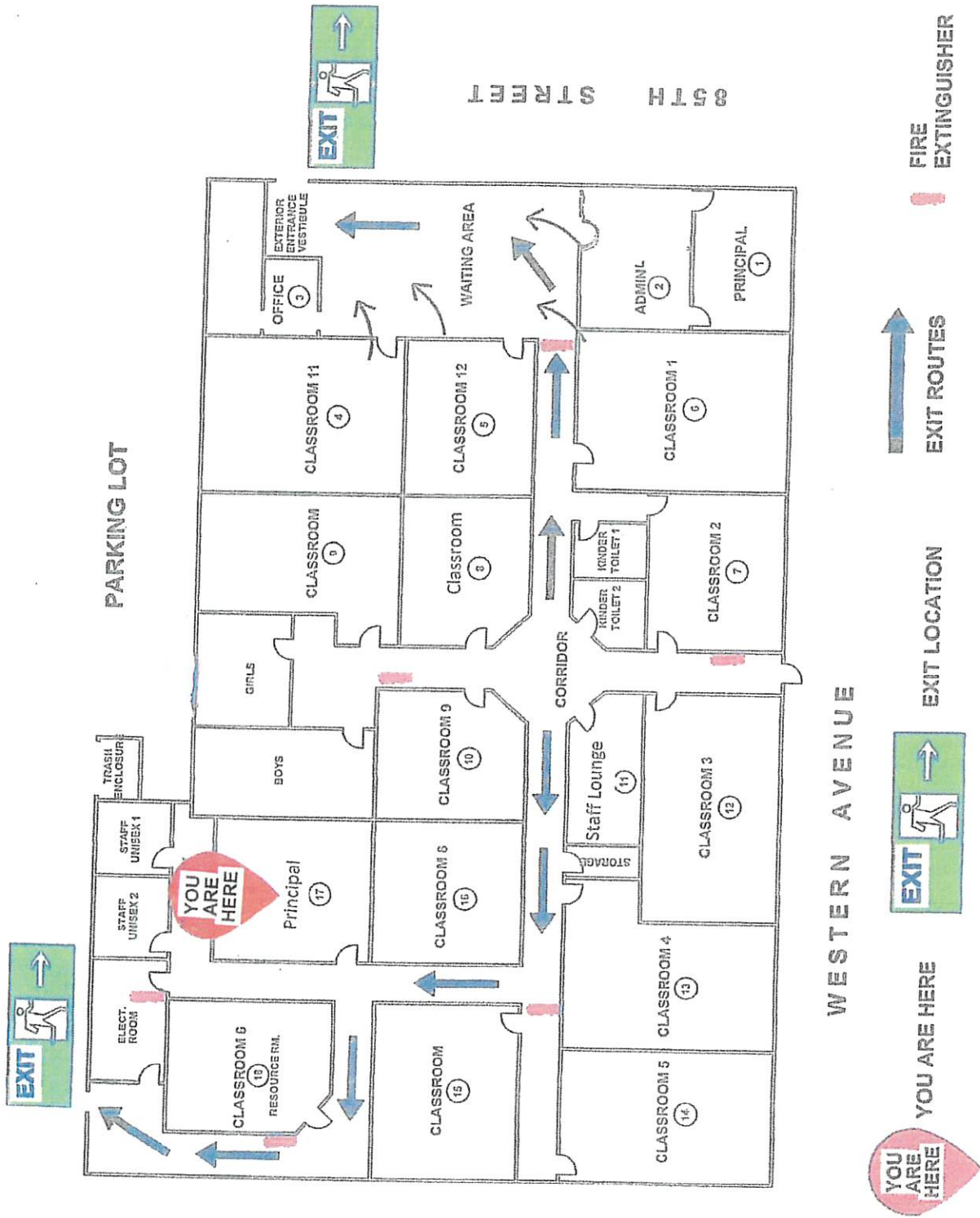


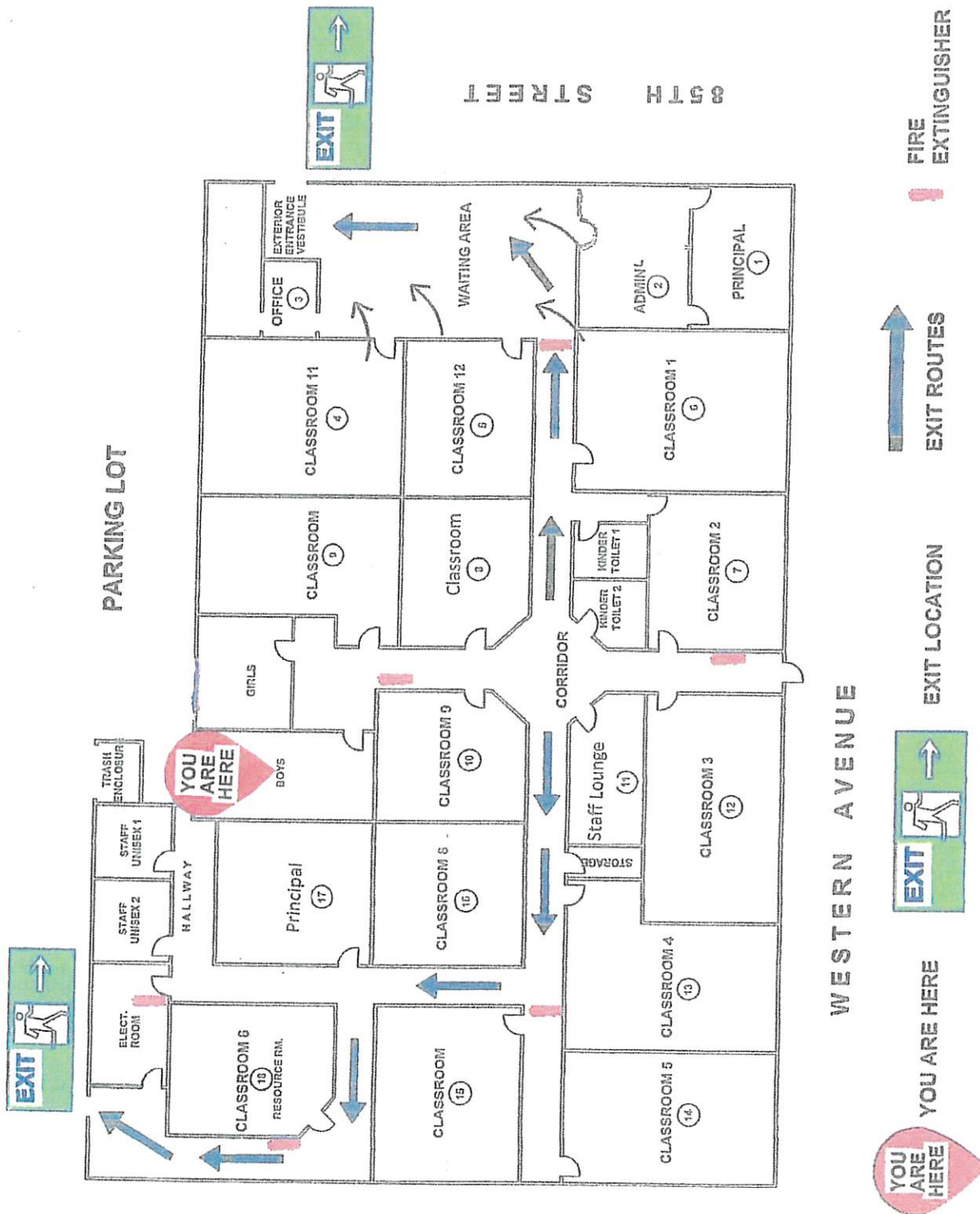




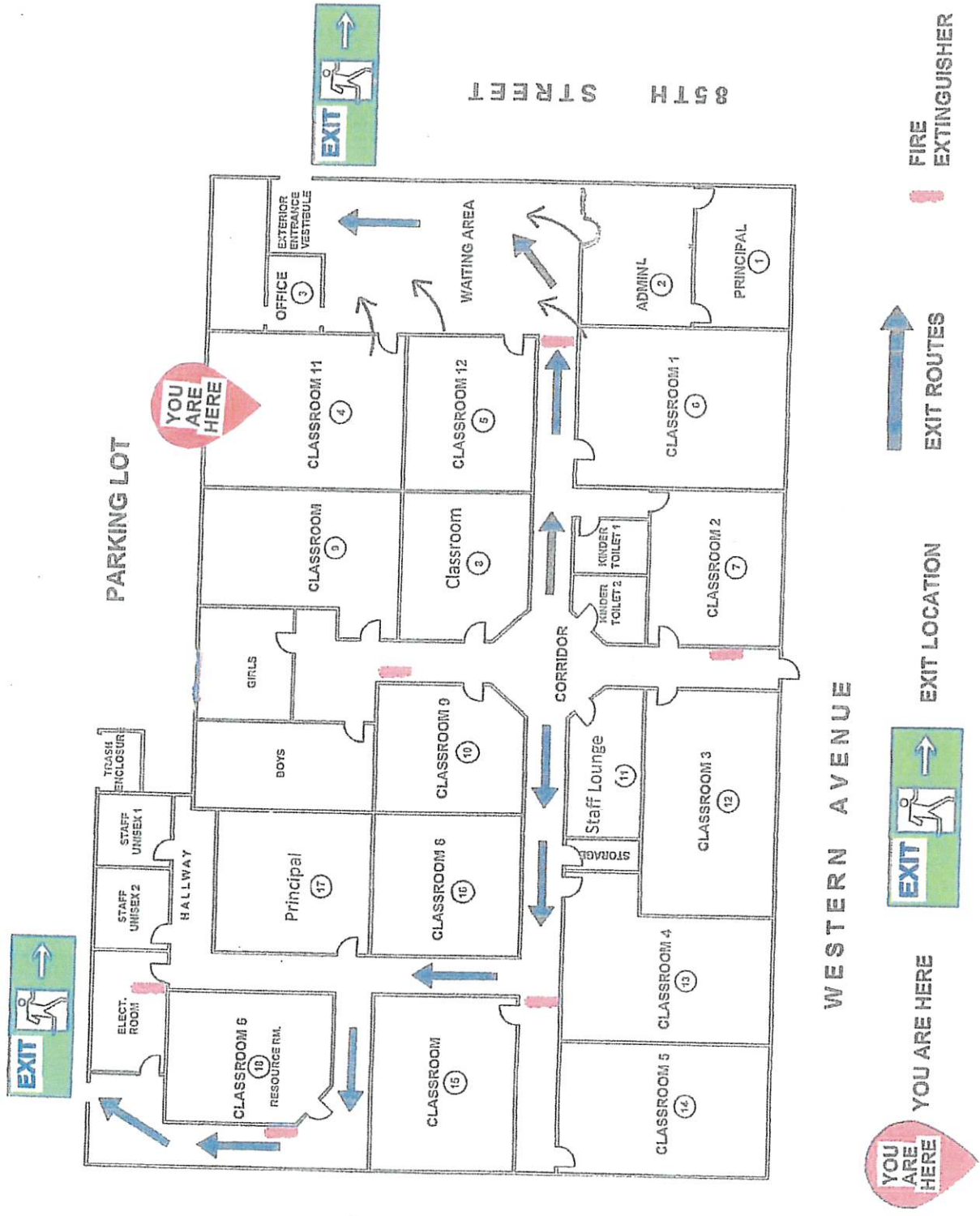


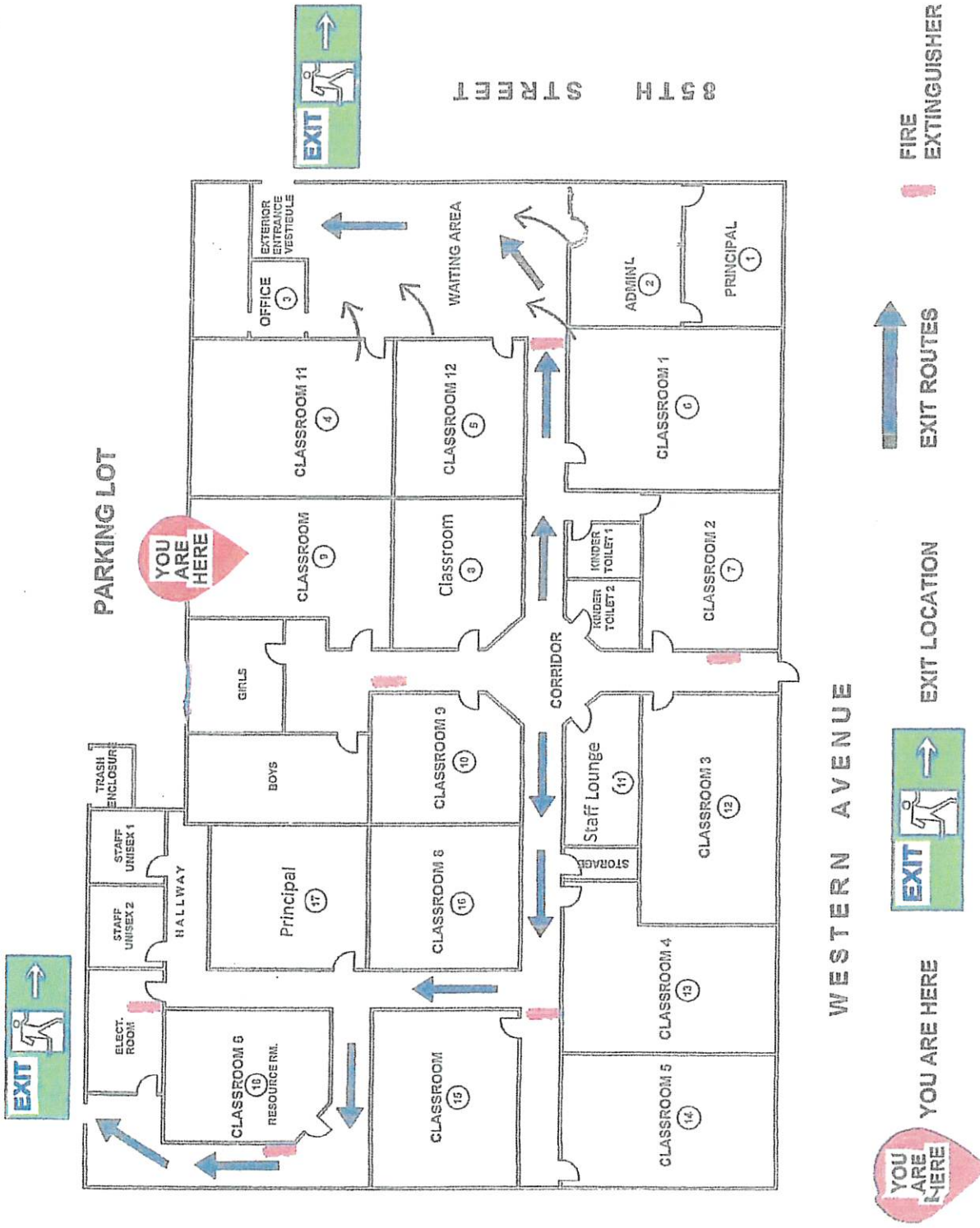


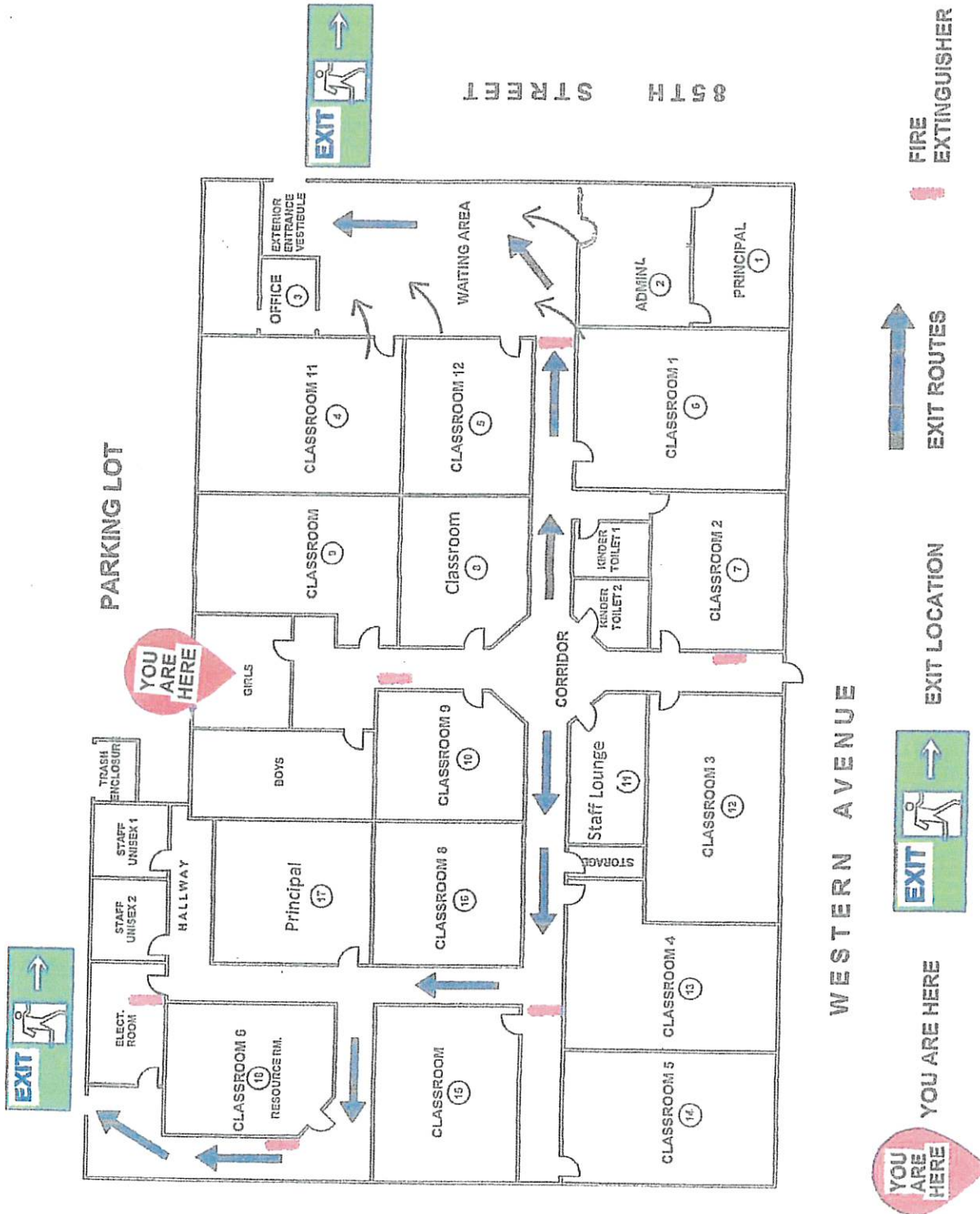


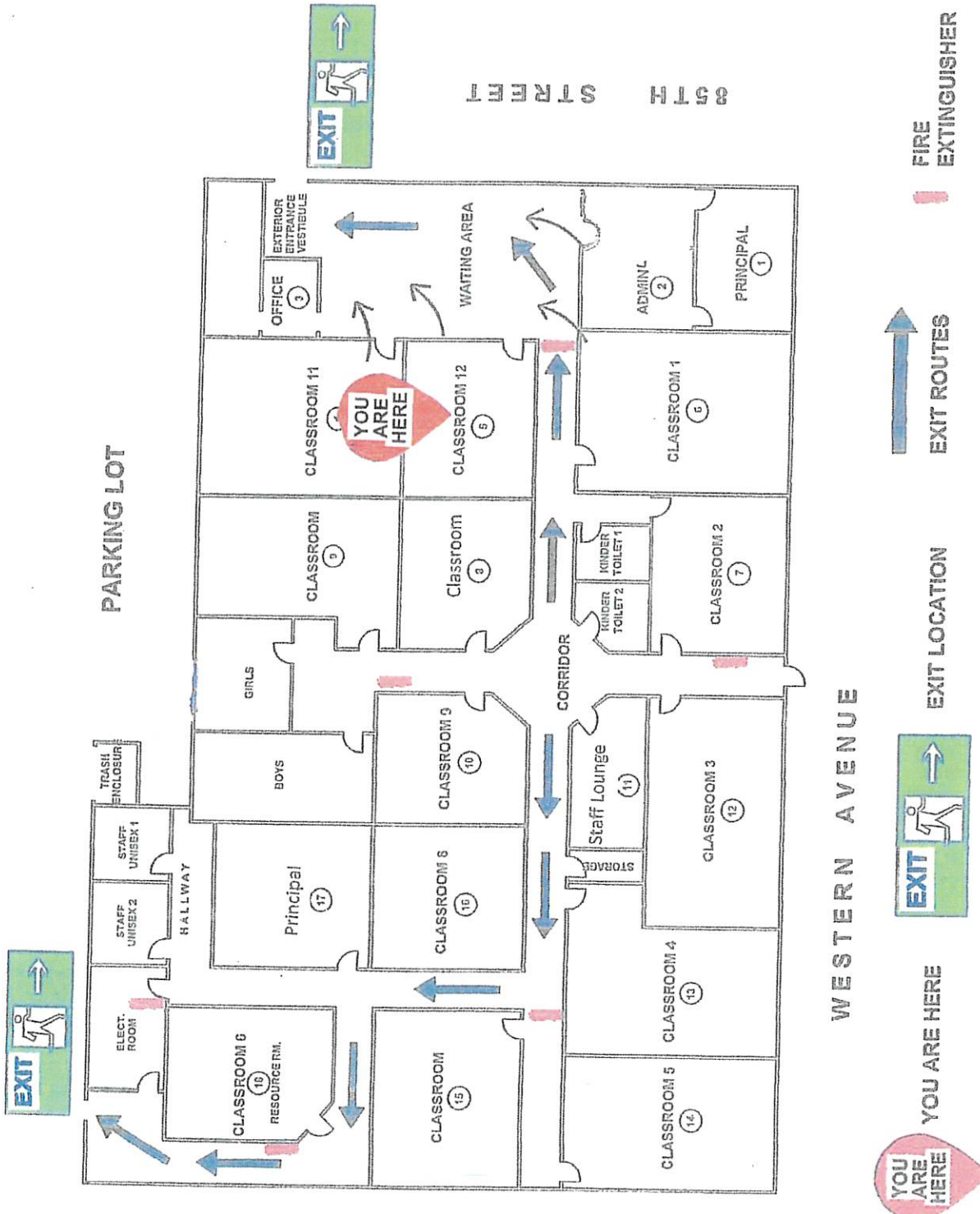


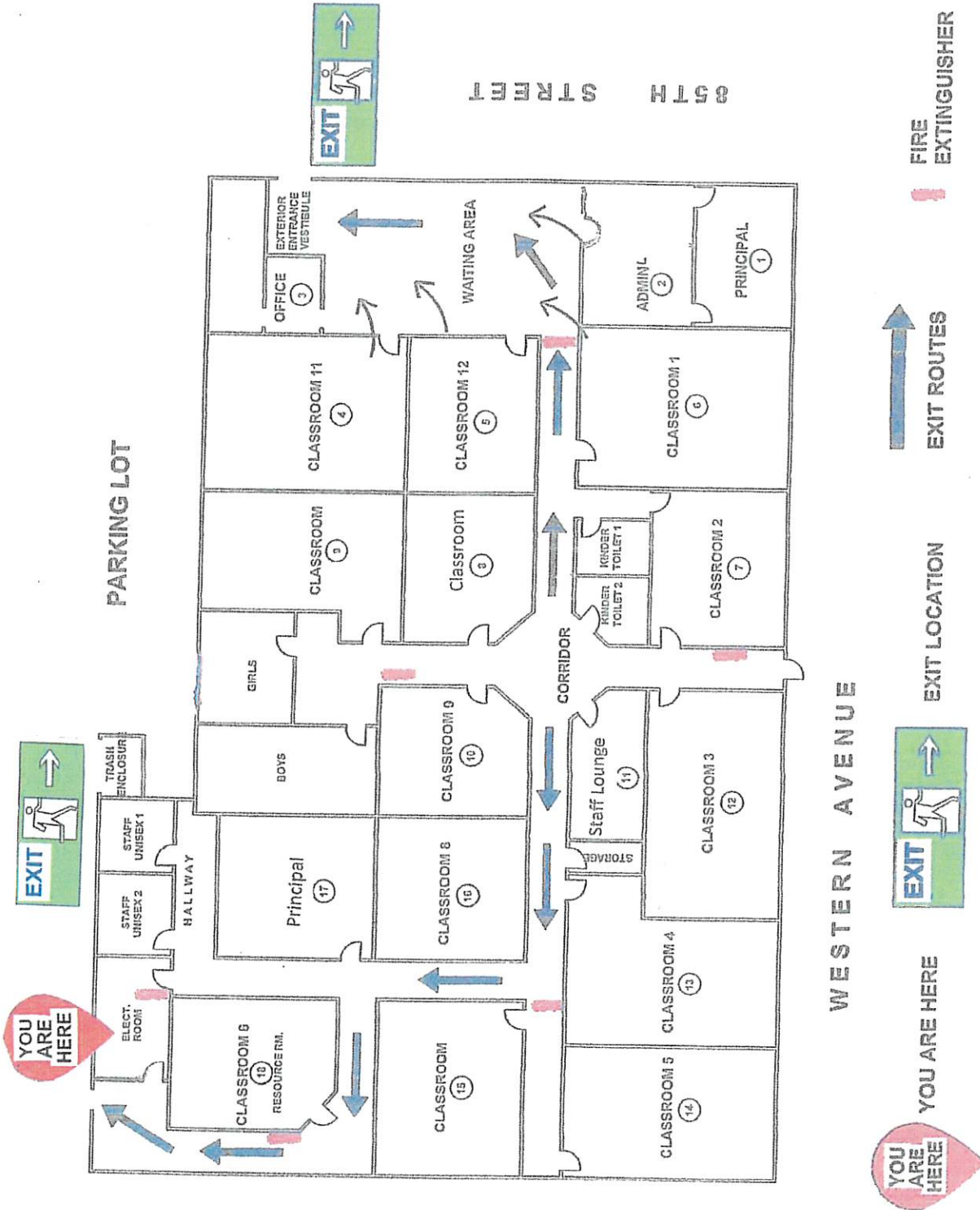


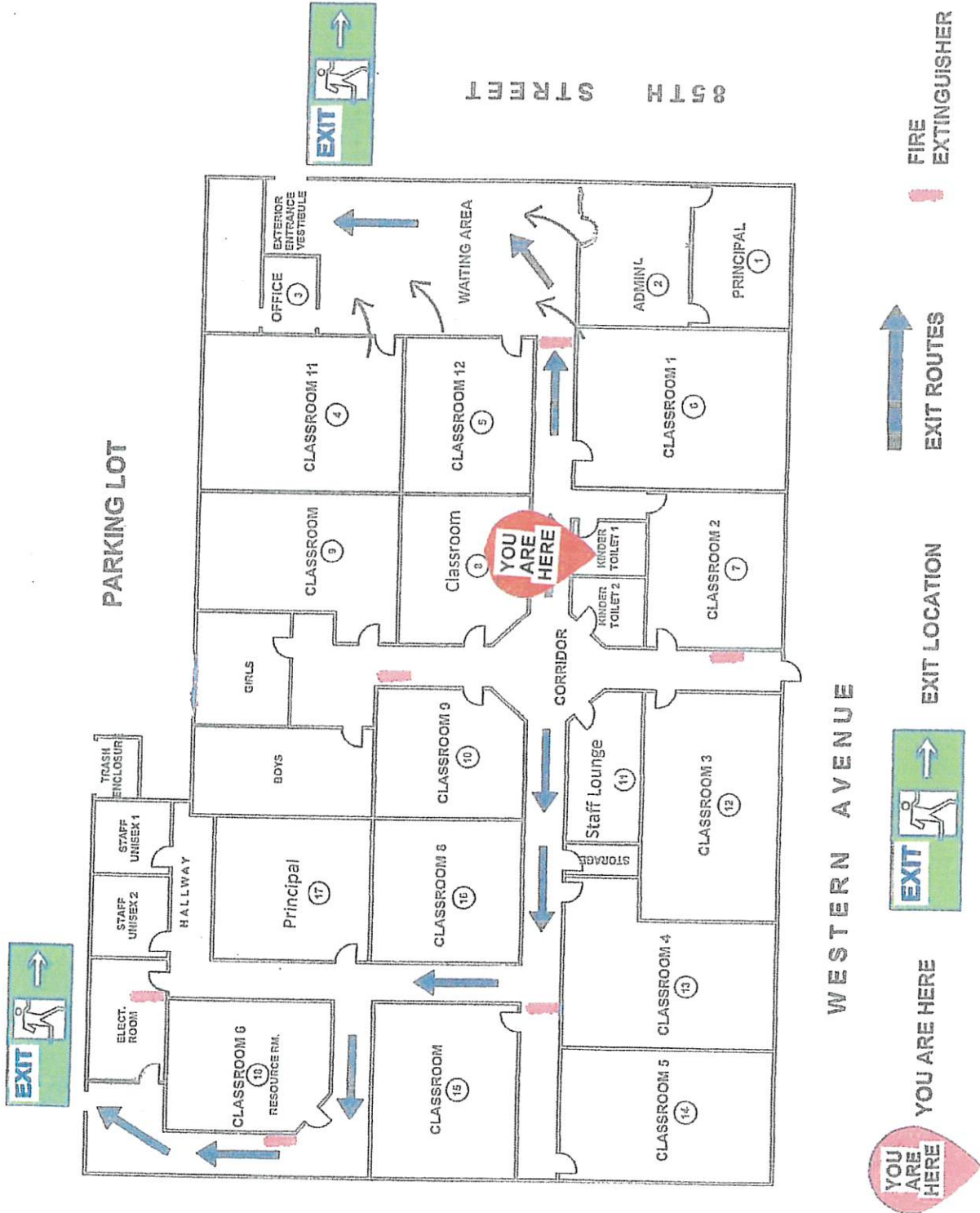


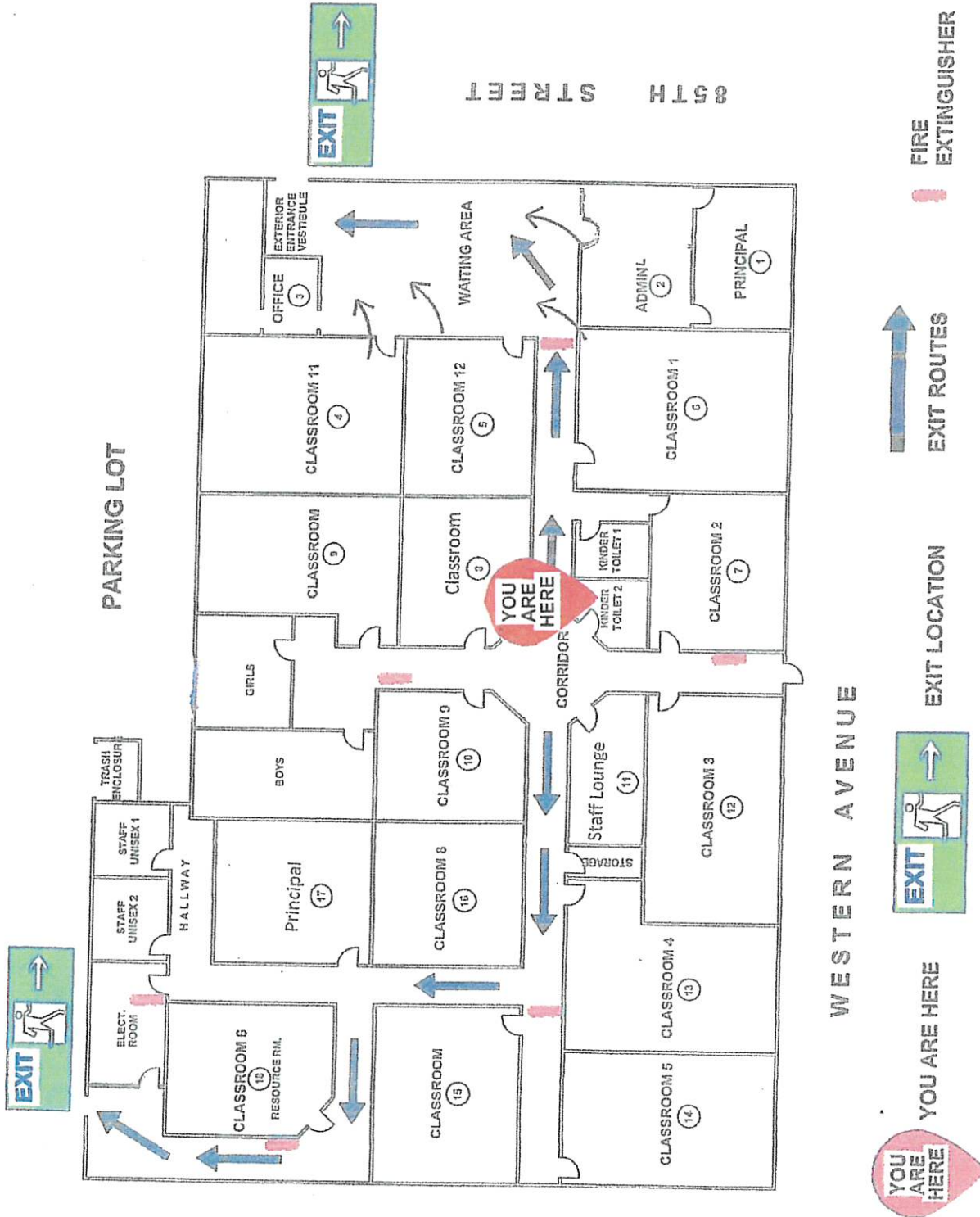


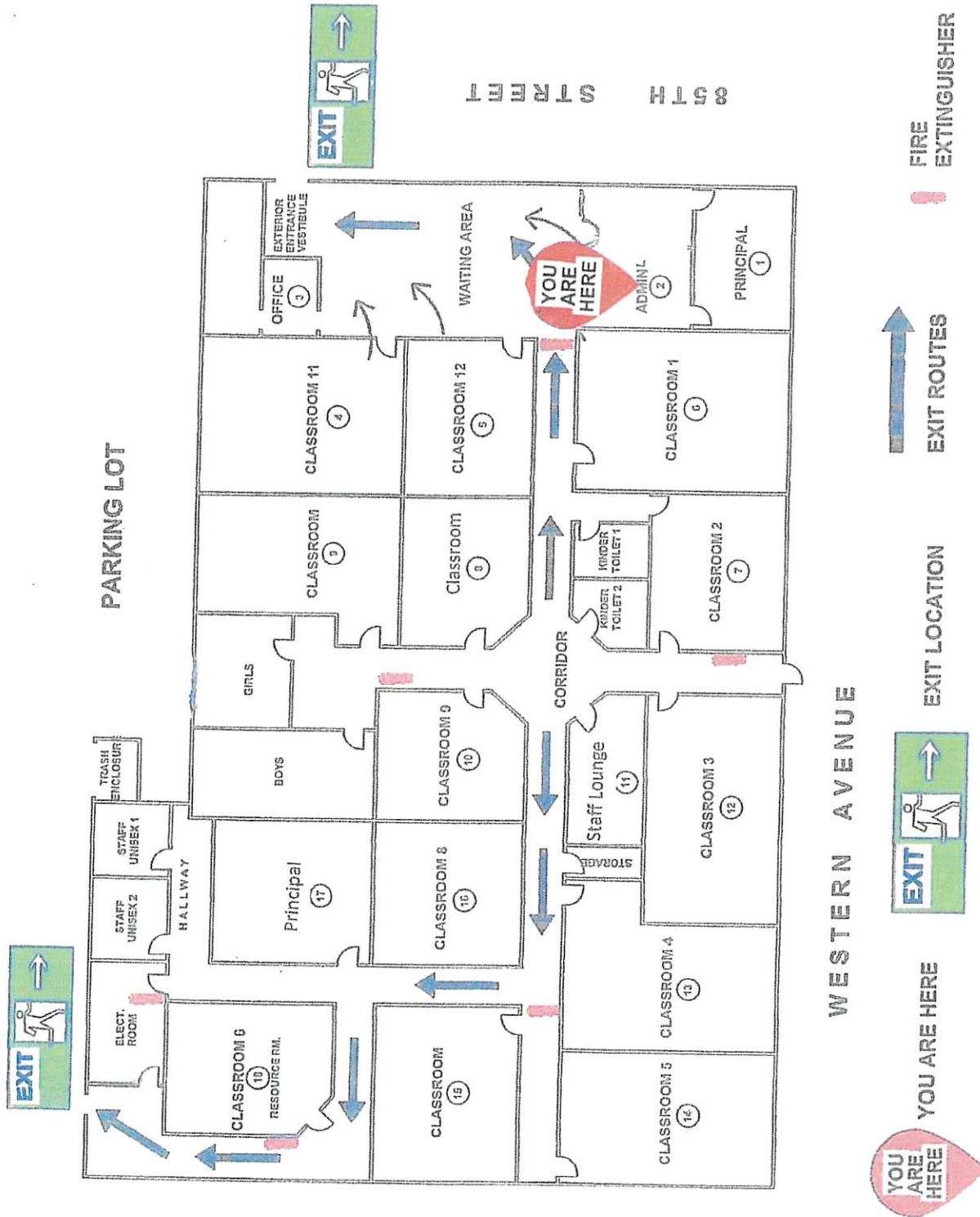




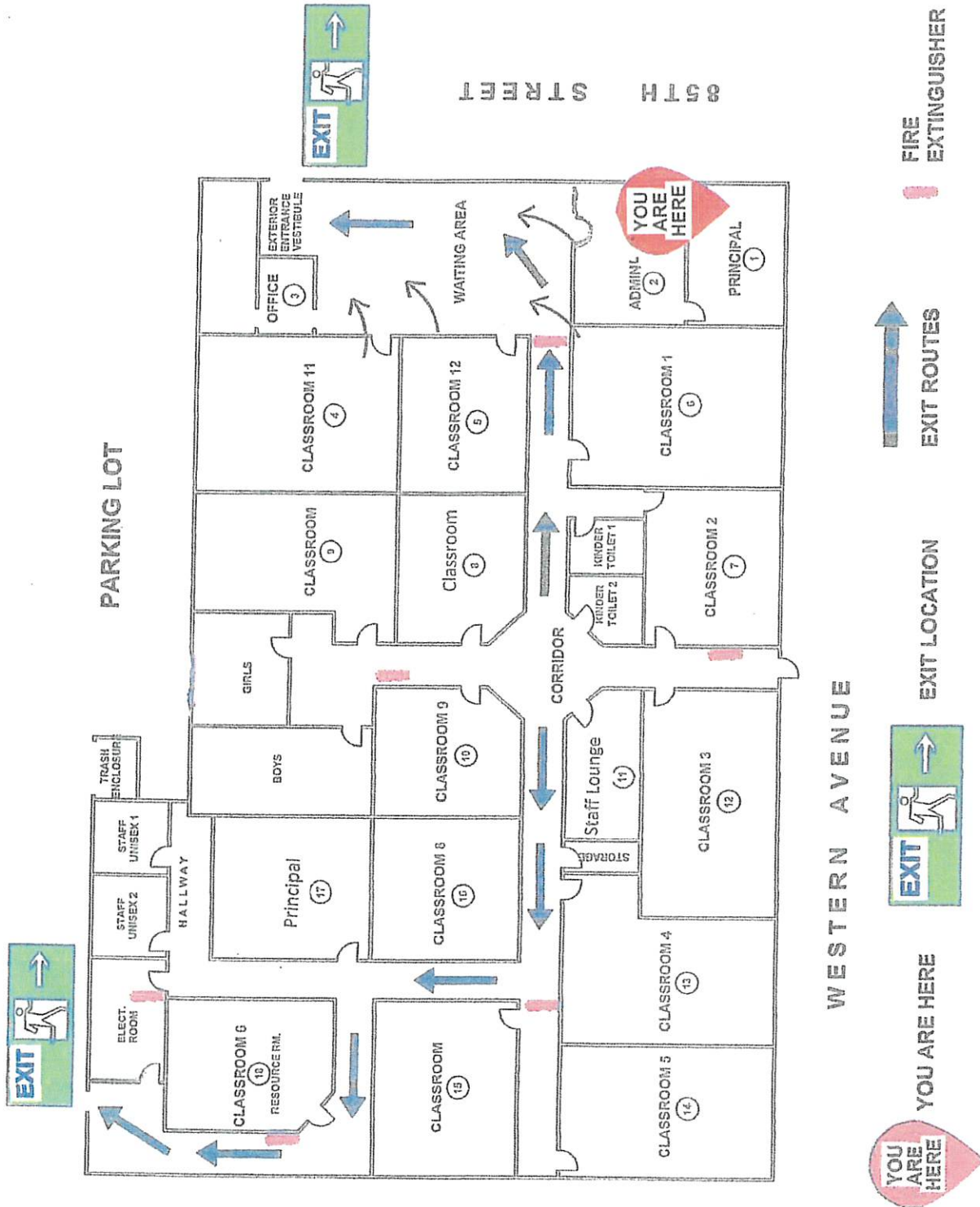


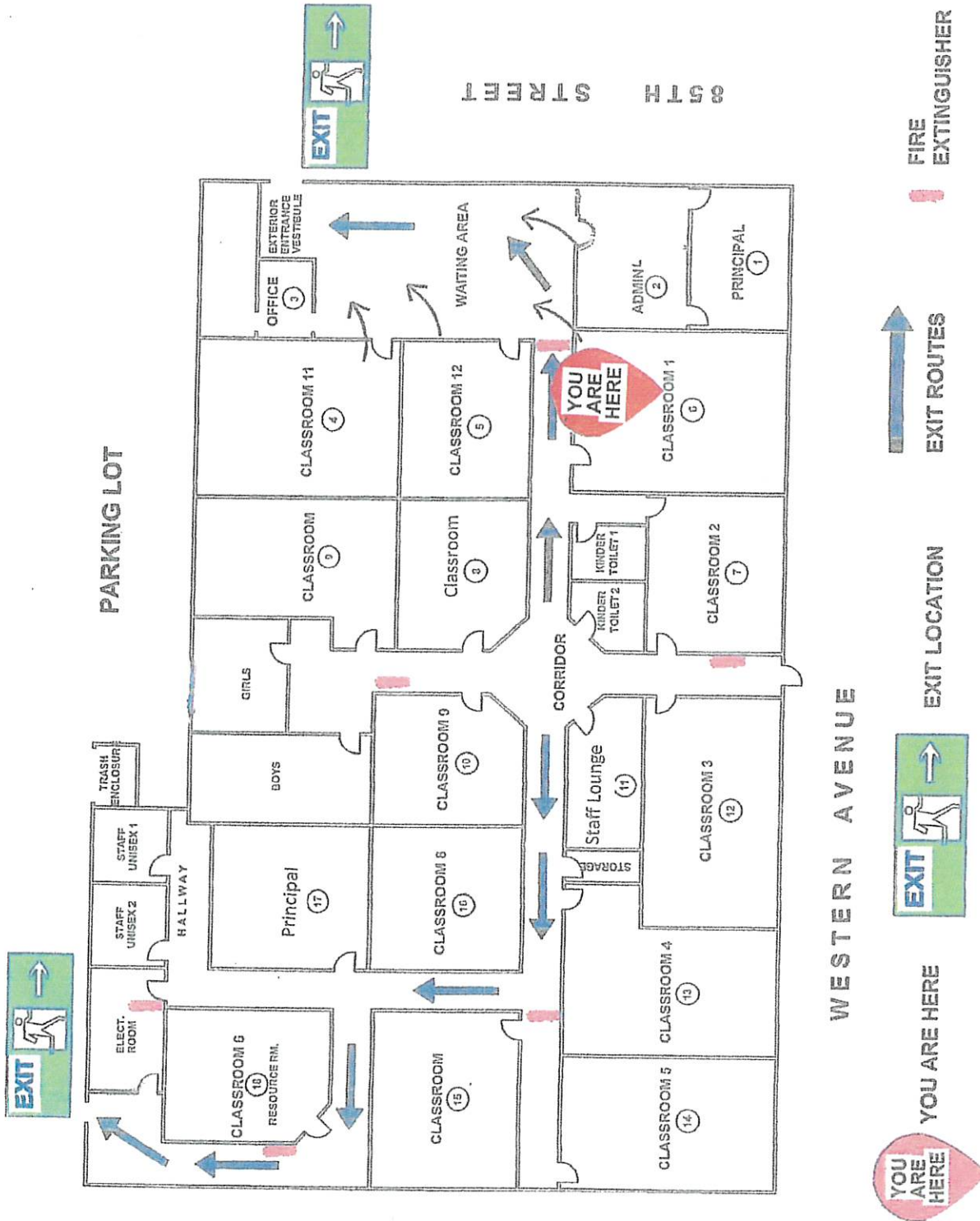


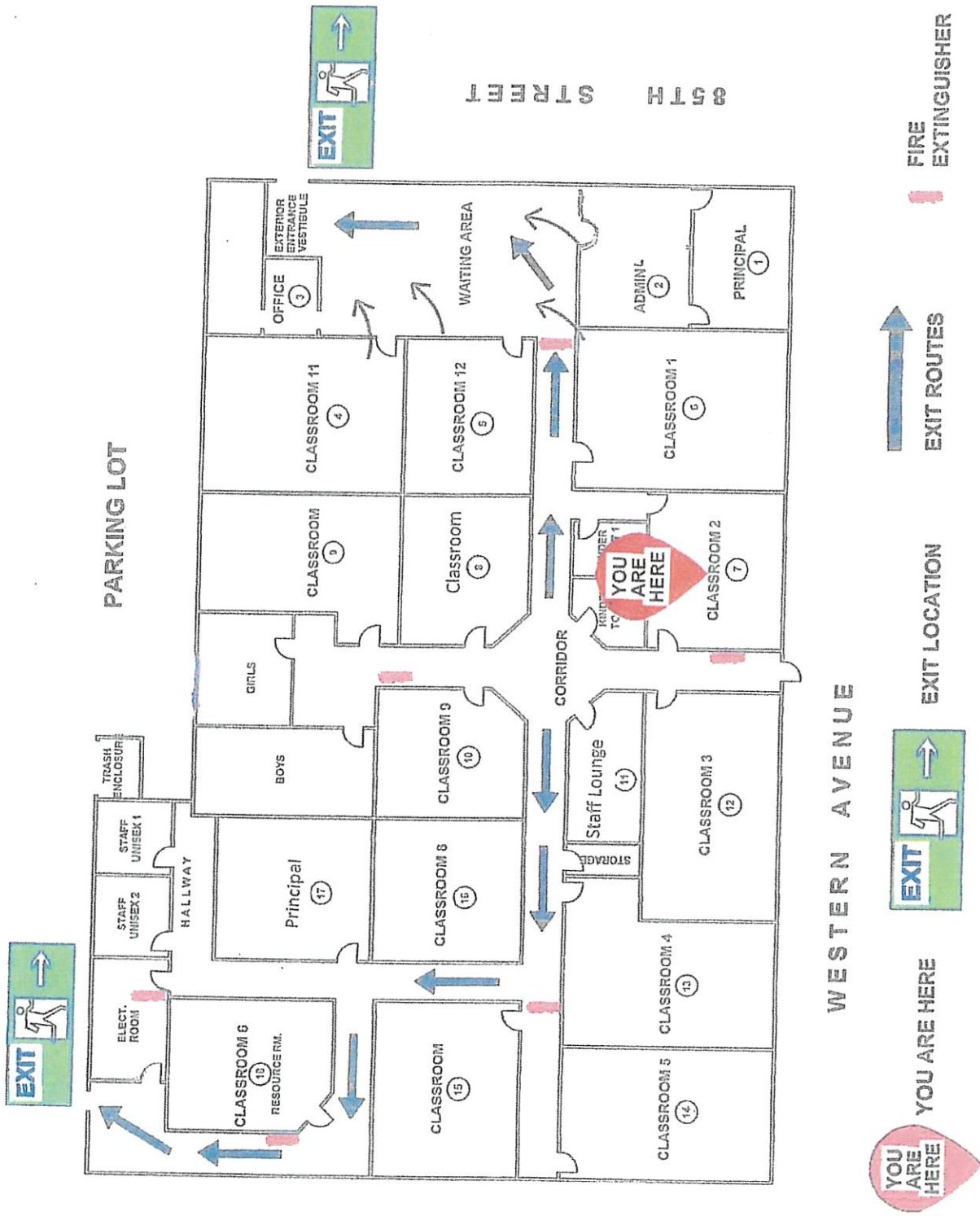


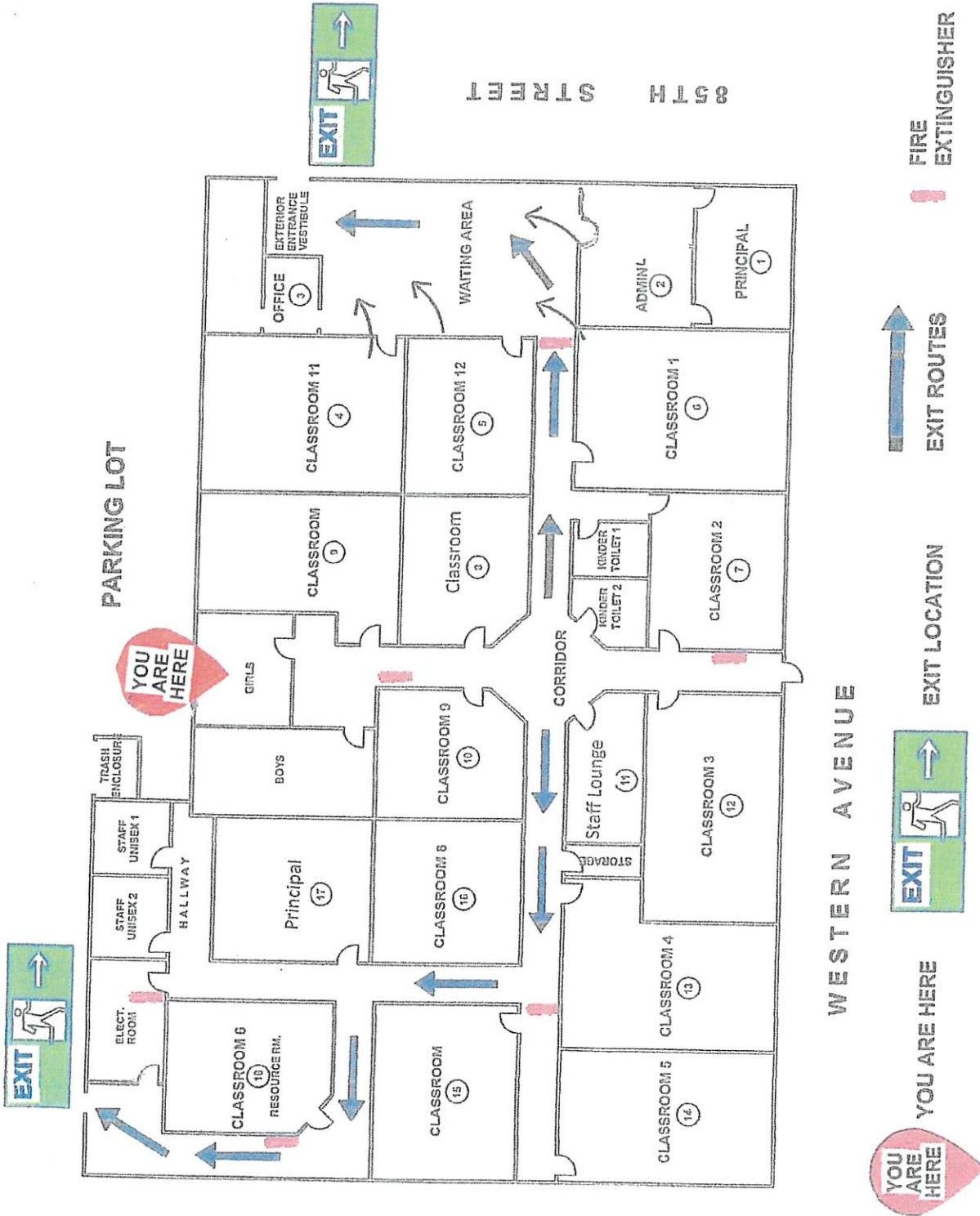


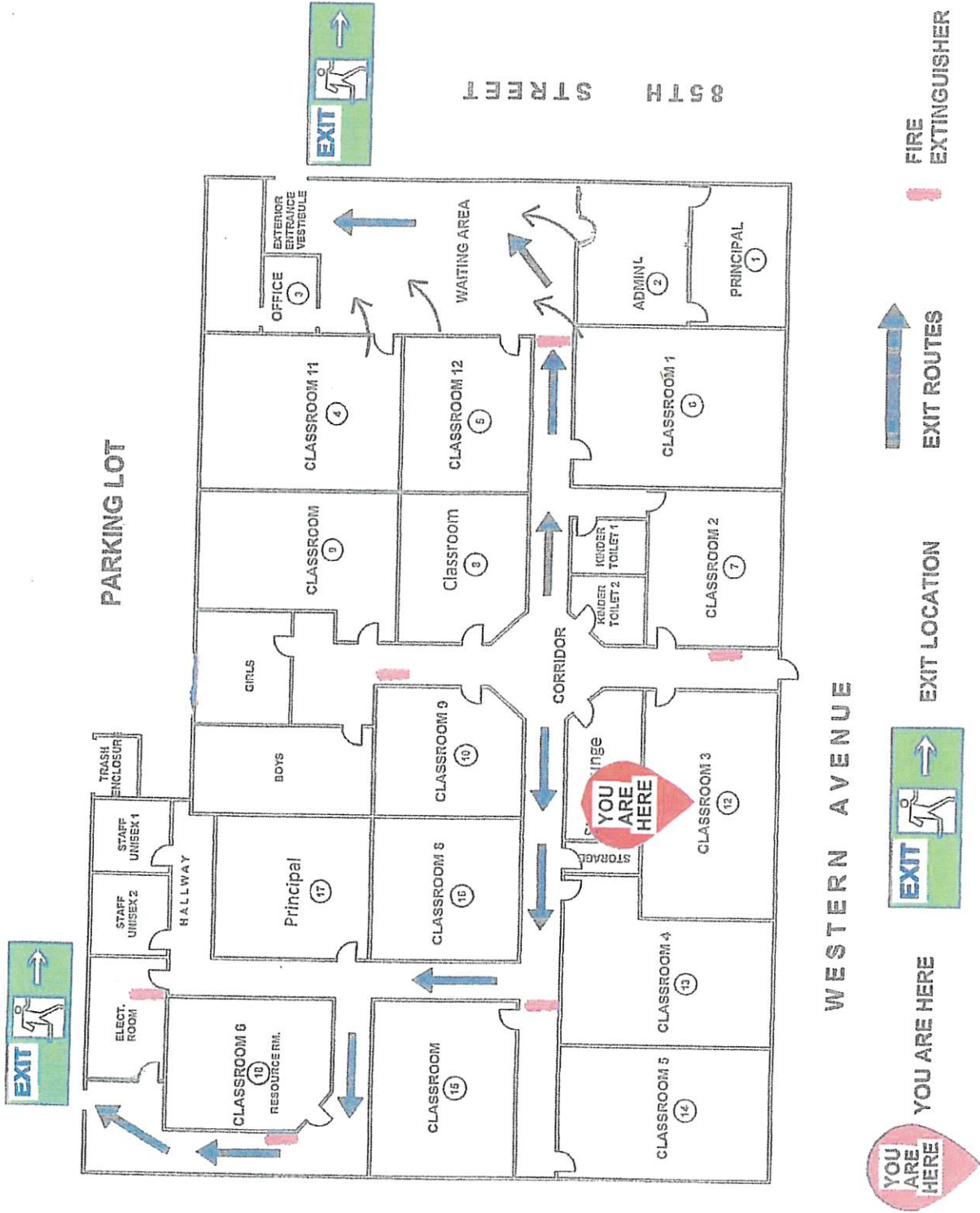


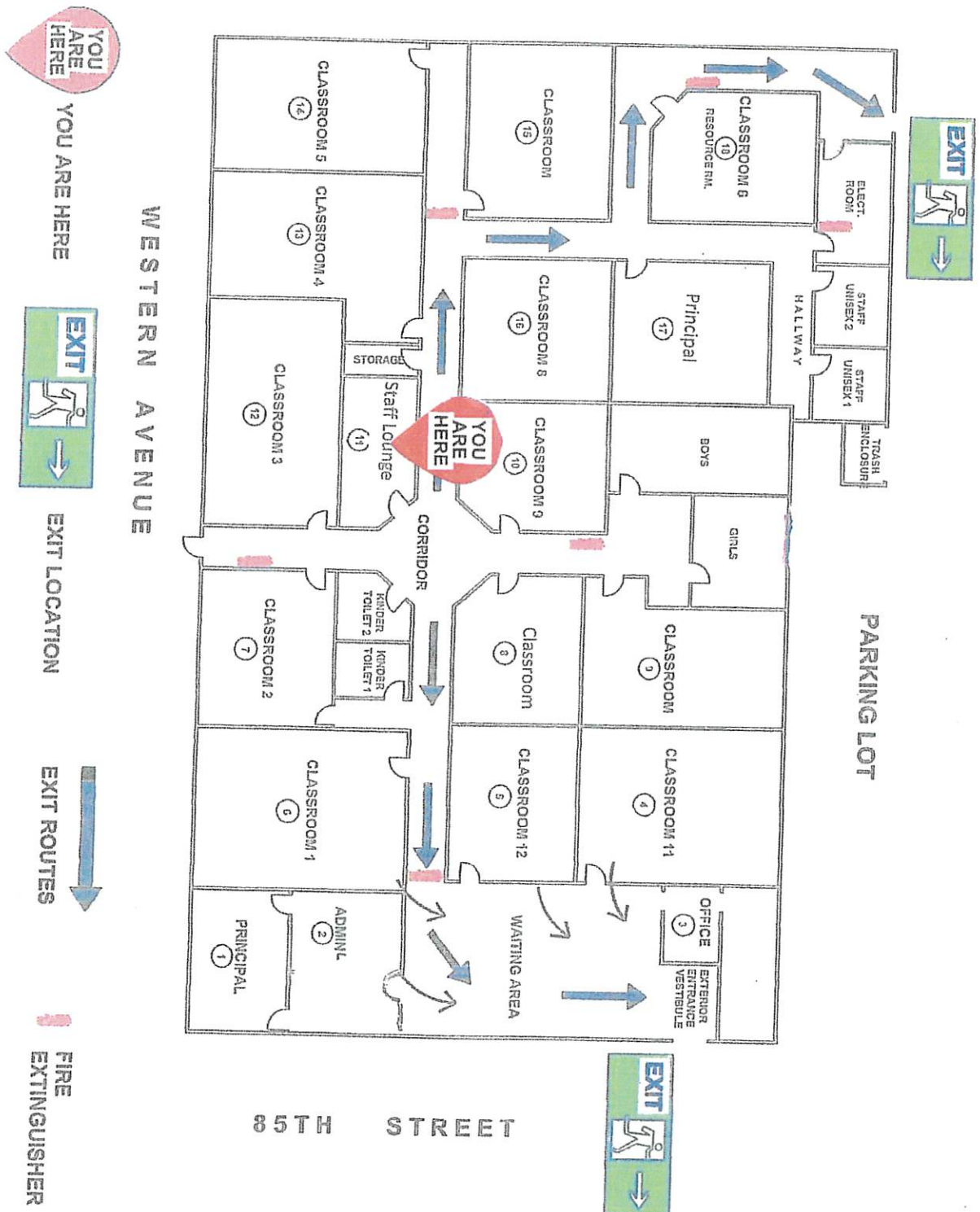


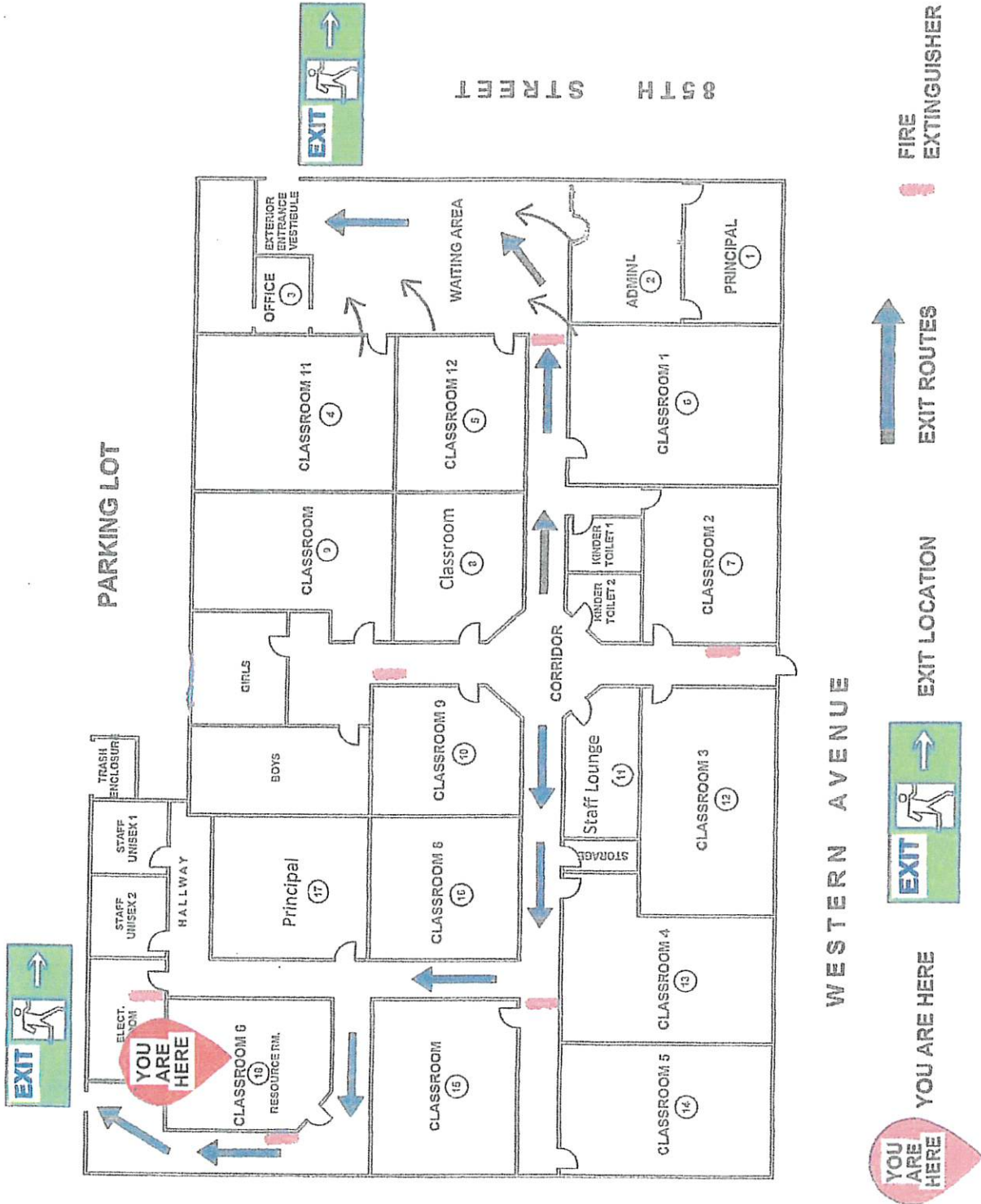


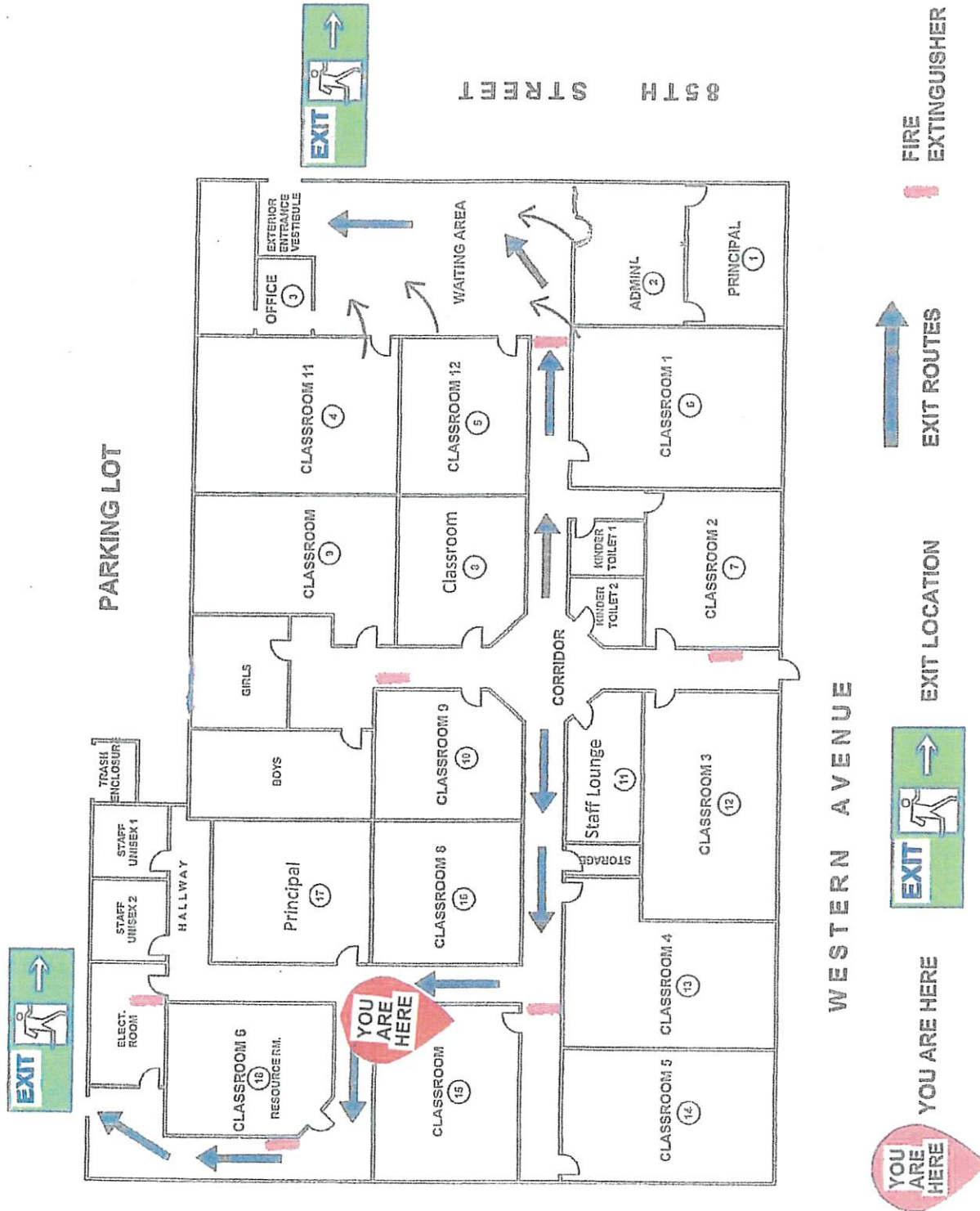




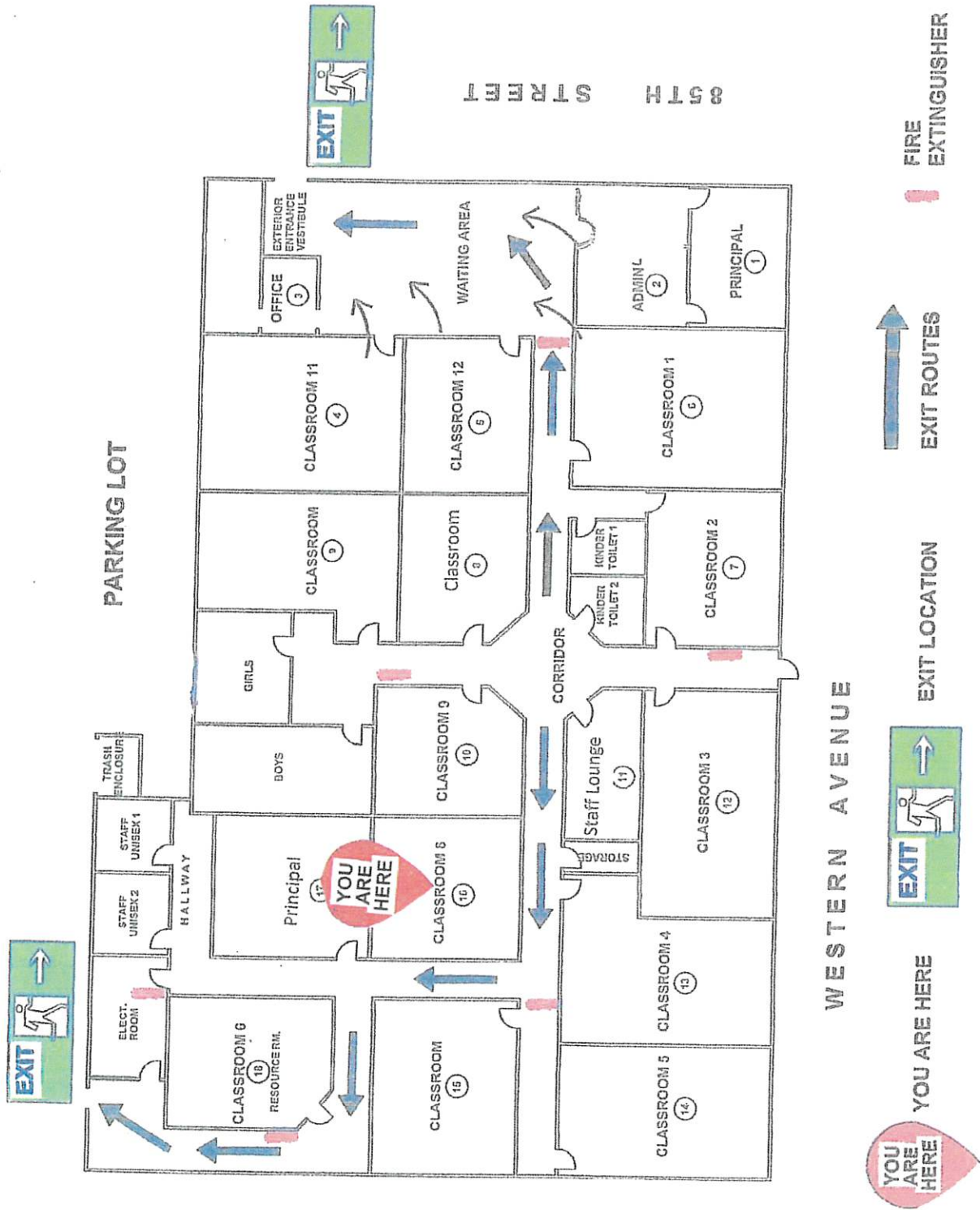


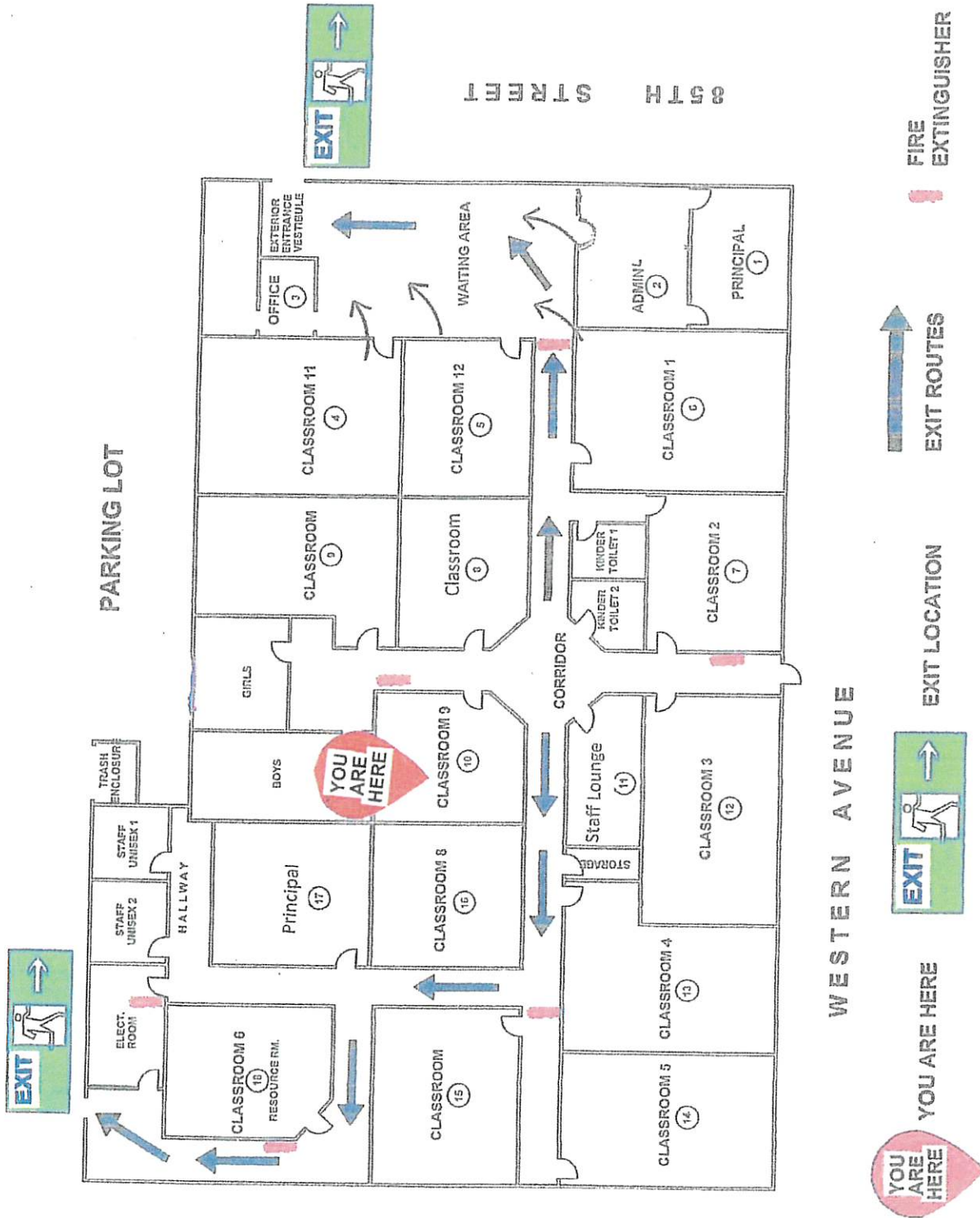


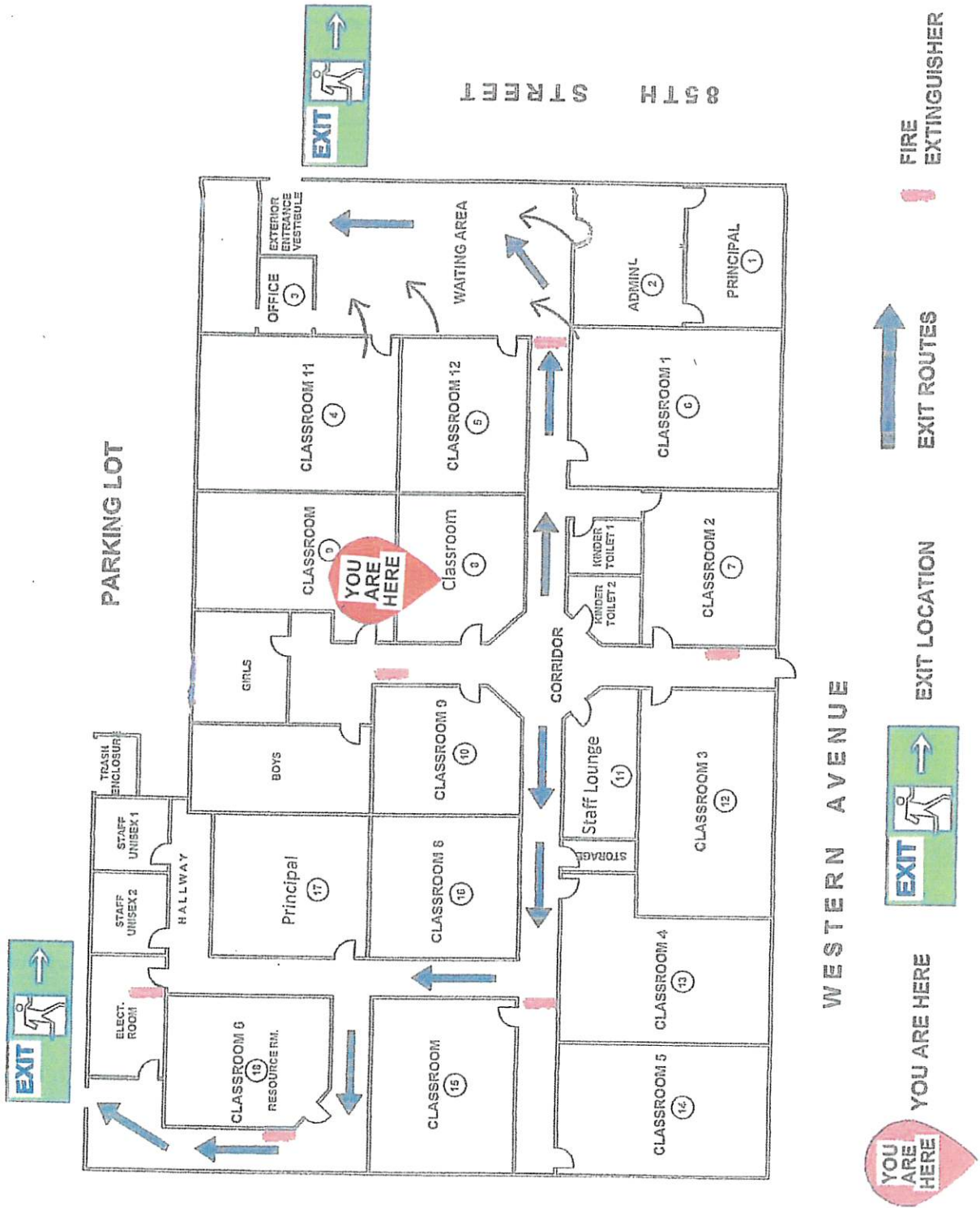












# Comprehensive School Safety Plan

## 2024-2025 School Year

**School:** TEACH Academy of Technologies  
**CDS Code:** 19647330122242  
**District:** TEACH Academy of Technologies  
**Address:** 10000 S. Western Avenue  
Los Angeles, CA 90047  
**Date of Adoption:** September 2022  
**Date of Update:**  
**Date of Review:**  
- with Staff  
- with Law Enforcement  
- with Fire Authority

**Approved by:**

Name	Title	Signature	Date
Raul Carranza	CEO		

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## Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at 10000 S. Western Avenue, Los Angeles, CA 90047.

## Safety Plan Vision

TEACH Public Schools is committed to maintaining safe and secure campuses for all of its pupils and staff. To that end, this Comprehensive School Safety Plan covers TEACH's policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All school employees should receive training in the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan annually.

## CAMPUS SAFETY AND SECURITY

Each school and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe.

School seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved on our students' learning



## Components of the Comprehensive School Safety Plan (EC 32281)

### TEACH Academy of Technologies Safety Committee

Leadership Team and Teacher

### Assessment of School Safety

Self Monitoring Tool and Leadership Meeting

### Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Safe School Planning Education Codes

200. It is the policy of the State of California to afford all persons in public schools, regardless of their 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, equal rights and opportunities in the educational institutions of the state. The purpose of this chapter is to prohibit acts that are contrary to that policy and to provide remedies therefor.

201. (a) All pupils have the right to participate fully in the educational process, free from discrimination and harassment.

(b) California's public schools have an affirmative obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity.

(c) Harassment on school grounds directed at an individual on the basis of personal characteristics or status creates a hostile environment and jeopardizes equal educational opportunity as guaranteed by the California Constitution and the United States Constitution.

(d) There is an urgent need to prevent and respond to acts of hate violence and bias-related incidents that are occurring at an increasing rate in California's public schools.

(e) There is an urgent need to teach and inform pupils in the public schools about their rights, as guaranteed by the federal and state constitutions, in order to increase pupils' awareness and understanding of their rights and the rights of others, with the intention of promoting tolerance and sensitivity in public schools and in society as a means of responding to potential harassment and hate violence.

(f) It is the intent of the Legislature that each public school undertake educational activities to counter discriminatory incidents on school grounds and, within constitutional bounds, to minimize and eliminate a hostile environment on school grounds that impairs the access of pupils to equal educational opportunity.

234. (a) This article shall be known, and may be cited, as the Safe Place to Learn Act.

(b) It is the policy of the State of California to ensure that all local educational agencies continue to work to reduce discrimination, harassment, violence, intimidation, and bullying. It is further the policy of the state to improve pupil safety at schools and the connections between pupils and supportive adults, schools, and communities.

234.1. The department, pursuant to subdivision (b) of Section 64001, shall monitor adherence to the requirements of Chapter 5.3 (commencing with Section 4900) of Division 1 of Title 5 of the California Code of Regulations and this chapter as part of its regular monitoring and review of local educational agencies, commonly known as the Categorical Program Monitoring process. The department shall assess whether local educational agencies have done all of the following:

(a) Adopted a policy that prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220 of this code, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. The policy shall include a statement that the policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district.

(b) Adopted a process for receiving and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220 of this code, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. The complaint process shall include, but not be limited to, all of the following:

(1) A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so.

- (2) A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the school district.
- (3) An appeal process afforded to the complainant should he or she disagree with the resolution of a complaint filed pursuant to this section.
- (4) All forms developed pursuant to this process shall be translated pursuant to Section 48985.
- (c) Publicized antidiscrimination, antiharassment, anti-intimidation, and antibullying policies adopted pursuant to subdivision (a), including information about the manner in which to file a complaint, to pupils, parents, employees, agents of the governing board, and the general public. The information shall be translated pursuant to Section 48985.
- (d) Provided, incident to the publicizing described in subdivision (c), to certificated schoolsite employees who serve pupils in any of grades 7 to 12, inclusive, who are employed by the local educational agency, information on existing schoolsite and community resources related to the support of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) pupils. Schoolsite resources may include, but are not limited to, peer support or affinity clubs and organizations, safe spaces for LGBTQ pupils, counseling services, staff who have received antibias or other training aimed at supporting these pupils or who serve as designated support to these pupils, health and other curriculum materials that are inclusive of, and relevant to, these pupils, online training developed pursuant to Section 32283.5, and other policies adopted pursuant to this article, including related complaint procedures. Community resources may include, but are not limited to, community-based organizations that provide support to LGBTQ pupils and their families, and physical and mental health providers with experience or training in treating or supporting these pupils.
- (e) Posted the policy established pursuant to subdivision (a) in all schools and offices, including staff lounges and pupil government meeting rooms.
- (f) Maintained documentation of complaints and their resolution for a minimum of one review cycle.
- (g) Ensured that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, or bullying remains confidential, as appropriate.
- (h) Identified a responsible local educational agency officer for ensuring school district or county office of education compliance with the requirements of Chapter 5.3 (commencing with Section 4900) of Division 1 of Title 5 of the California Code of Regulations and this chapter.

234.2. The department shall display current information, and periodically update information, on curricula and other resources that specifically address bias-related discrimination, harassment, intimidation, and bullying based on any of the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220 on the California Healthy Kids Resource Center Internet Web site and other appropriate department Internet Web sites where information about discrimination, harassment, intimidation, and bullying is posted.

234.3. The department shall develop a model handout describing the rights and obligations set forth in Sections 200, 201, and 220 and the policies addressing bias-related discrimination, harassment, intimidation, and bullying in schools. This model handout shall be posted on appropriate department Internet Web sites.

234.5. The Superintendent shall post, and annually update, on the department's Internet Web site and provide to each school district a list of statewide resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying, and their families. The department's Internet Web site shall also include a list of statewide resources for youth who have been affected by gangs, gun violence, and psychological trauma caused by violence at home, at school, and in the community.

32280. It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs' offices, school district police or security departments, probation departments, and district attorneys' offices. For purposes of this section, a "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

32281. (a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.

(b) (1) Except as provided in subdivision (d) with regard to a small school district, the schoolsite council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.

(2) The schoolsite council may delegate this responsibility to a school safety planning committee made up of the following members:

- (A) The principal or the principal's designee.
  - (B) One teacher who is a representative of the recognized certificated employee organization.
  - (C) One parent whose child attends the school.
  - (D) One classified employee who is a representative of the recognized classified employee organization.
  - (E) Other members, if desired.
- (3) The schoolsite council shall consult with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan.
- (4) In the absence of a schoolsite council, the members specified in paragraph (2) shall serve as the school safety planning committee.
- (c) Nothing in this article shall limit or take away the authority of school boards as guaranteed under this code.
- (d) (1) Subdivision (b) shall not apply to a small school district, as defined in paragraph (2), if the small school district develops a districtwide comprehensive school safety plan that is applicable to each schoolsite.
- (2) As used in this article, "small school district" means a school district that has fewer than 2,501 units of average daily attendance at the beginning of each fiscal year.
- (e) (1) When a principal or his or her designee verifies through local law enforcement officials that a report has been filed of the occurrence of a violent crime on the schoolsite of an elementary or secondary school at which he or she is the principal, the principal or the principal's designee may send to each pupil's parent or legal guardian and each school employee a written notice of the occurrence and general nature of the crime. If the principal or his or her designee chooses to send the written notice, the Legislature encourages the notice be sent no later than the end of business on the second regular work day after the verification. If, at the time of verification, local law enforcement officials determine that notification of the violent crime would hinder an ongoing investigation, the notification authorized by this subdivision shall be made within a reasonable period of time, to be determined by the local law enforcement agency and the school district. For purposes of this section, an act that is considered a "violent crime" shall meet the definition of Section 67381 and be an act for which a pupil could or would be expelled pursuant to Section 48915.
- (2) Nothing in this subdivision shall create any liability in a school district or its employees for complying with paragraph (1).
- (f) (1) Notwithstanding subdivision (b), a school district or county office of education may, in consultation with law enforcement officials, elect to not have its schoolsite council develop and write those portions of its comprehensive school safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury at the schoolsite. The portions of a school safety plan that include tactical responses to criminal incidents may be developed by administrators of the school district or county office of education in consultation with law enforcement officials and with a representative of an exclusive bargaining unit of employees of that school district or county office of education, if he or she chooses to participate. The school district or county office of education may elect not to disclose those portions of the comprehensive school safety plan that include tactical responses to criminal incidents.
- (2) As used in this article, "tactical responses to criminal incidents" means steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators.
- (3) Nothing in this subdivision precludes the governing board of a school district or county office of education from conferring in a closed session with law enforcement officials pursuant to Section 54957 of the Government Code to approve a tactical response plan developed in consultation with those officials pursuant to this subdivision. Any vote to approve the tactical response plan shall be announced in open session following the closed session.
- (4) Nothing in this subdivision shall be construed to reduce or eliminate the requirements of Section 32282.

32282. (a) The comprehensive school safety plan shall include, but not be limited to, both of the following:

- (1) Assessing the current status of school crime committed on school campuses and at school-related functions.
- (2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:
  - (A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.
  - (B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:
    - (i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A school district or county office of education may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:
      - (I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.

(II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

(III) Protective measures to be taken before, during, and following an earthquake.

(IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.

(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.

(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.

(F) The provisions of any schoolwide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.

(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.

(H) A safe and orderly environment conducive to learning at the school.

(I) The rules and procedures on school discipline adopted pursuant to Sections 35291 and 35291.5.

(b) It is the intent of the Legislature that schools develop comprehensive school safety plans using existing resources, including the materials and services of the partnership, pursuant to this chapter. It is also the intent of the Legislature that schools use the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled "Safe Schools: A Planning Guide for Action" in conjunction with developing their plan for school safety.

(c) Each schoolsite council or school safety planning committee, in developing and updating a comprehensive school safety plan, shall, where practical, consult, cooperate, and coordinate with other schoolsite councils or school safety planning committees.

(d) The comprehensive school safety plan may be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

(e) As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include policies and procedures aimed at the prevention of bullying.

(f) The comprehensive school safety plan, as written and updated by the schoolsite council or school safety planning committee, shall be submitted for approval pursuant to subdivision (a) of Section 32288.

32282.1. (a) As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campus, if the school district uses these people.

(b) The guidelines developed pursuant to subdivision (a) are encouraged to include both of the following:

(1) Primary strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support.

(2) Consistent with paragraph (2) of subdivision (a) of Section 32282, protocols to address the mental health care of pupils who have witnessed a violent act at any time, including, but not limited to, any of the following:

(A) While on school grounds.

(B) While going to or coming from school.

(C) During a lunch period whether on or off campus.

(D) During, or while going to or coming from, a school-sponsored activity.

32282.5. (a) The department shall electronically distribute disaster preparedness educational materials and lesson plans that are currently available to school districts and county offices of education.

(b) The department shall ensure that the disaster preparedness materials are available in at least the three most dominant primary languages spoken by English learners in California, according to the language census.

(c) The department shall coordinate with the California Emergency Management Agency to make sure that all materials are reviewed and updated annually.

32283. The Department of Justice and the State Department of Education, in accordance with Section 32262, shall contract with one or more professional trainers to coordinate statewide workshops for school districts, county offices of education, and schoolsite personnel, and in particular school principals, to assist them in the development of their respective school safety and crisis response plans, and provide training in the prevention of bullying as defined in subdivision (r) of Section 48900. The Department of Justice and the State Department of Education shall work in cooperation with regard to the workshops coordinated and presented pursuant to the contracts. Implementation of this section shall be contingent upon the availability of funds in the annual Budget Act.

32284. The comprehensive school safety plan may also include, at local discretion of the governing board of the school district and using local funds, procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school. No funds received from the state may be used for this purpose.

32286. (a) Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter. A new school campus that begins offering classes to pupils after March 1, 2001, shall adopt a comprehensive school safety plan within one year of initiating operation, and shall review and update its plan by March 1, every year thereafter.

(b) Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to Sections 33126 and 35256.

32287. If the Superintendent of Public Instruction determines that there has been a willful failure to make any report required by this article, the superintendent shall do both of the following:

(a) Notify the school district or the county office of education in which the willful failure has occurred.

(b) Make an assessment of not more than two thousand dollars (\$2,000) against that school district or county office of education.

This may be accomplished by deducting an amount equal to the amount of the assessment from the school district's or county office of education's future apportionment.

32288. (a) In order to ensure compliance with this article, each school shall forward its comprehensive school safety plan to the school district or county office of education for approval.

(b) (1) Before adopting its comprehensive school safety plan, the schoolsite council or school safety planning committee shall hold a public meeting at the schoolsite in order to allow members of the public the opportunity to express an opinion about the school safety plan.

(2) The schoolsite council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:

(A) The local mayor.

(B) A representative of the local school employee organization.

(C) A representative of each parent organization at the schoolsite, including the parent teacher association and parent teacher clubs.

(D) A representative of each teacher organization at the schoolsite.

(E) A representative of the student body government.

(F) All persons who have indicated they want to be notified.

(3) The schoolsite council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:

(A) A representative of the local churches.

(B) Local civic leaders.

(C) Local business organizations.

(c) In order to ensure compliance with this article, each school district or county office of education shall annually notify the State Department of Education by October 15 of any schools that have not complied with Section 32281.

32289. A complaint of noncompliance with the school safety planning requirements of Title IV of the federal No Child Left Behind Act of 2001, 20 U.S.C. Sec. 7114(d)(7), may be filed with the department under the Uniform Complaint Procedures as set forth in Chapter 5.1 (commencing with Section 4600) of Title 5 of the California Code of Regulations.

49380. (a) A school district is encouraged to collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to create a school safety plan to address the threat of sexual abuse and sex trafficking.

(b) A school district is encouraged to collaborate with law enforcement on a referral protocol for high-risk pupils and minors.

(c) In-service training may be conducted periodically to enable school district personnel to learn about new developments in the understanding of sexual abuse and sex trafficking, and to receive instruction on current prevention efforts and methods. A school district is encouraged to include training on early identification of sexual abuse and sex trafficking of pupils and minors.

#### **(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)**

##### Mandated reporters

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7) Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

##### Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

##### Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

##### Reporting Procedures

###### 1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Department of Children and Family Services  
425 Shatto Place, Los Angeles, CA 90020  
Headquarters' Receptionist: (213) 351-5572.

##### Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

##### Victim Interviews by Social Services/Law Enforcement

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the

choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child.

(Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
  2. The selected person shall not participate in the interview.
  3. The selected person shall not discuss the facts or circumstances of the case with the child.
  4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.
- If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

#### Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

#### **(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)**

**Disaster Plan (See Appendix C-F)**



## Disaster Response Procedures Fire Drill Procedure

Signal: Fire Bell Rung in a Continuous Cycle

### Procedure During Class Time:

1. Students exit classrooms and WALK in orderly lines.
2. Students evacuate the building by designated routes to the assembly area (see evacuation map)
3. NO TALKING IS PERMITTED
4. Teachers:
  - a. Take your EMERGENCY FOLDER and attendance.
  - b. Check that all students are out the classroom.
  - c. Check that all exits are clear.
  - d. Close the classroom door. DO NOT LOCK (Later entry may be required)
5. In assembly area, teacher takes roll and accounts for each child.
6. Students in classroom other than their own are to remain with that class until given permission to rejoin their class by both teachers.
7. Students remain in orderly and silent lines until all clear signal is given.

### Procedure Used Before School During Lunch and Nutrition

1. Students WALK to the assigned place on the yard where they meet their ADVISOR.
2. Students wait in orderly and silent lines for their teacher, or other supervising adult, to conduct them to their proper assembly area.

### Procedure During P.E.

1. Teacher, or supervising adult, stops play, organizes class (es) into silent and orderly lines and conducts class (es) to assembly area.

### Procedure When Not in Your Own Classroom

1. Teachers should be familiar with assembly area and evacuation route designated for that classroom or area.
2. The EMERGENCY FOLDER should accompany the class and be used by the teacher, or supervising adult, to account for all students.

## Earthquake Procedures

### Actual Earthquake

Tremors and shaking of the earth are the signals of an earthquake. The initial shock is likely to be not more than ninety seconds duration. Emergency action to be taken when children are inside the building is:

When inside a building, stay inside: Do not run outside because you may be hit by falling debris. Drop to the floor on your knees and make the body as small as possible. Cover yourself under a desk, table or bench, in a hall, or stand against an inside wall. You should be facing away from: windows; door; glass; skylights; brick or rock faced walls; large moveable objects, such as bookcases; or outside doors and walls. With one arm, hold on to a desk leg so that it will protect your head and neck and so that it will not move away from covering you. Rest your head on one arm and place your other arm over the base of the head and neck. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

When outdoors, stay outside: Do not run inside because you may be hit by falling debris. Move away from buildings and overhead structures. Drop to the ground on your knees and make the body as small as possible. Face position away from: buildings, power poles and lines, trees or other overhead hazards, roads and streets, as cars may go out of control. Cover as much skin surface as possible, close your eyes, and cover your ears. If you have a book or other similar object, place it over the base of your head and neck to protect you from flying debris. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

Walking to or from school facilities: If students are walking to or from school when an earthquake occurs, they should stay away from all buildings, trees, exposed wires, or other hazards that may fall. The safest place is in the open. Students should assume "drop, cover, and hold" position until the quake is over. After the earthquake, if on the way to school facilities, continue to school. If on the way home, continue home or return to school.

## Environmental Hazards

### Biochemical or Chemical Release

A biological or chemical release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, and overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or another chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from:

- Watery eyes
- Twitching
- Chocking or loss of coordination
- Trouble breathing

Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances:

Scenario 1: Substance released inside a room or a building

Scenario 2: Substance released outdoors and localized

Scenario 3: Substance released in the surrounding community

It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below:

Scenario 1: Substance Released Inside a Room or Building

General Procedures:

1. Evacuate the building
2. Notify Main Office/Administration
3. Turn off all fans in the area of the release; close the windows and doors, shut down the building's air handling system

IC Responsibilities

1. Signal for the building to be evacuated
2. Call 911
3. Contact the Charter Board
4. Direct School emergency Response Team members (search and rescue team) to isolate and restrict access to potentially contaminated areas
5. Direct school Emergency Response Team members (search and rescue team) to turn off local fans in the area of the release, close the windows and doors and shut down the building's air handling system
6. Ensure person's who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities
7. The School, or affected areas, will not reopen until the County HazMat or appropriate agency provides clearance to do so

Teacher/Staff Responsibilities

1. Evacuate classroom in a calm and orderly fashion. Follow general evacuation procedures
2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated area; specify those who may have had actual contact with the substance. Provide this information to the IC

First Aid Team

1. Direct or assist individuals who have come into direct contact with hazardous substances, to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin
2. Remove and contain all contaminated clothes
3. Segregate individuals that have been contaminated "topically" by a liquid from unaffected individuals (isolation does not apply to widespread airborne releases)
4. Provide additional medical attention as needed

## Threats or Disturbances

### Animal disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff:

### General Procedures

1. Notify office and administration
2. Keep students away from the animal (return to classroom, secure all entrances to classroom, etc.)

### IC Responsibilities

1. Call 911 and/or Animal Control
2. Attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal

## Disruptive Student

### General Procedures

1. At the beginning of each school year, every teacher is to develop a "Clear the Room" procedure. This procedure includes step-by-step instructions of what to do should a student begin to throw things or attach other students or staff.
2. "Clear the Room" procedures should state to which teacher the students should report.
3. The receiving teacher will notify the office immediately.
4. The teacher must stay with the disruptive student until assistance arrives.
5. Students will not return to their classroom until notified by sending teacher.

### IC Responsibilities

1. Respond to the classroom as soon as possible.
2. Assist the teacher with the student.
3. Involve other staff as necessary.
4. Call 911 if situation does not abate.
5. Notify the School Counselor/Psychologist or outside agency.
6. Review each plan and require that the plan be practice so that students will know what to do

### Teacher/Staff Responsibilities

1. In concert receiving teachers, develop the "Clear the Room" plan.
2. Develop and alternate plan for when receiving teacher is not in the room.
3. Instruct students as to their roles if plan is implemented.
4. Stay with the out-of-control student.

## Suicide or Suicide Threat or Attempt

### General Procedures

1. Always assume the victim is alive!
2. Administer emergency first aid
3. Notify the IC
4. Stay with the victim until help arrives
5. Limit access to the immediate area until police arrive (treat as a crime scene)
6. Prepare an informational flyer for parents of the students in the victim's class
7. Notify the Carter Board
8. Notify the Crisis Response Team and/or mental health service provider (Los Angeles County Department of Mental Health or contracted service provider).

### IC Responsibilities Actual

1. Assess the situation
2. Direct that 911 be called
3. Declare a Lock Down-Response

4. Direct that appropriate notifications are made
5. Isolate all witnesses; if they are students, notify their parents
6. Direct that personal property of the victim is secured. This includes items in the classroom and in locker
7. If victim has siblings in your school, bring them to a secure area until their parents arrive at the school
8. If victim has siblings in other area schools, notify their administrators
9. Be Prepared to deal with the media
10. Arrange for counselors for s students and staff
11. Make contact with parents of deceased student

#### Attempted

1. Assess the situation
2. Direct that appropriate notifications be made
3. If required, call 911
4. Deal with siblings set forth above
5. If Lock-Down was not called, hold an emergency staff meeting at close of school to brief staff
6. Arrange for additional counselors if needed

#### Teacher/Staff Responsibilities Actual/Attempted

1. Immediately notify the IC.
2. Administer first aid/CPR (if knowledgeable)
3. Secure the area until an administrator arrives on the scene
4. Once Relieved, teacher responds to his or her classroom and maintains order

#### Rumors

1. Treat all verbal and written threats as a serious matter
2. Immediately notify the IC about the information
3. Assist in the evaluation of the threat with other staff

#### Trespasser in building General Procedures

1. If the unauthorized visitor remains on the school property, notify the police, or IC of the situation, and implement Lock-Down procedures
2. If the trespasser refuses to register in the office and flees the scene obtain an accurate description and inform the office
3. Should a staff member observe a trespasser on school property; treat them as if they are simply a visitor who has failed to register in the office and kindly invite them to do so. NOTE: If a staff member is uncomfortable approaching trespasser, notify the office immediately of their presence
4. Teachers should recall students in hall, lock doors, and remain with their classes at all times
5. When the trespasser has registered in the office, has fled or been escorted from the scene, make a P.A. announcement that the Lock-Down situation has ended, by announcing an "all clear"
6. Notify the Charter Board
7. Prepare for possible media coverage
8. Consider formulating an informational flyer for parents

#### Bomb Threats General Procedures

1. Evacuation route should be posted in every classroom
2. Use Bomb Threat Checklist to record information about telephone bomb threats. Listen to the message without interrupting the caller. Write down the message, noting time of call, unusual background noises, and estimated age of caller, and try to keep the caller talking. Attempt to ascertain from the caller the type of bomb, where placed, time of detonation, and reason school has been targeted
3. After caller has concluded his or her threat, hang up and immediately lift the receiver and press \*69 (call trace)
4. If school has caller ID, note the number from which call was made
5. Notify Main Office/Building Administration
6. If threat is written, place it in an envelope or plastic bag
7. Prepare media statement flyer to inform parents

#### IC Responsibilities

1. Evaluate the bomb threat and determine if building evacuation is necessary

## 2. If threat is deemed valid:

- Call 911 – advise building is being evacuated because of a bomb threat
- Activate SERT
- Turn off school bell system
- Don't use PA system
- Turn off all two-way radios

NOTE: Do not utilize the fire alarm system to evacuate the building

3. Dispatch SERT to notify each classroom of the need to evacuate the school. While completing this task, conduct a limited search of common areas of the school
4. In consultation with police/fire officials, determine when it is safe to reenter the school

### Teacher/Staff Responsibilities

1. Upon receipt of notification to evacuate the school, conduct a limited research of classrooms to determine if any strange or unknown objects are in the room
2. Proceed to pre-designated evacuation point with class roll book
3. Maintain control of students and advise SERT of any missing children
4. Do not reenter the building until directed to do so by a SERT member or someone in authority

### Device Found

Upon discovery of a suspicious device, immediately send word to the IC. If the device is found in a classroom with students, immediately, but in an orderly manner, evacuate the classroom. UNDER NO CONDITION ATTEMPT TO TOUCH OR MOVE THE

### DEVICE

#### IC Responsibilities

1. Upon notification of a device found:
  - Call 911 – advise building is being evacuated because of suspected bomb has been discovered if possible, give a description of the device
  - Activate the SERT
  - Turn off the school bell system
  - Turn off all two-way radios
  - Do not use the fire alarm system to evacuate the building

Dispatch SERT to begin the evacuation process. The order of evacuation should be:

- Classroom in which the device is located
  - Classroom on either side of, across the hall from, that backs up to, or is directly above or below the classroom containing the device. Continue increasing the size of the evacuation until all students and staff are at a safe distance
2. The evacuation must be conducted in an orderly and controlled manner so as not to create an unstable environment which may exacerbate the situation
  3. In consultation with police/fire/bomb disposal officials, determine when it is safe to reenter the building

### Teacher/Staff Responsibilities

1. Upon receipt of notification to evacuate the classroom, proceed to pre-designated evacuation location with class roll book
2. Maintain control of students and advise SERT of any missing or unaccounted for students <https://secure.doc-tracking.com/v2/Home/DocumentSectionEditRteTest.aspx?DefId=47064&SectionId=858553>
3. Do not enter the school until directed to do so by an SERT or police/fire authority

### Public Agency Use of School Buildings for Emergency Shelters

**(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

“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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 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 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student’s disability? B. Was the misconduct a direct result of the Charter School’s failure to implement 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:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?

B. Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

Notwithstanding 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.

This Pupil Suspension and Expulsion 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 this policy, the Charter School has reviewed Education Code Section 48900 et seq., which describes the noncharter 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.

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 and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. 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 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 administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office.

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

#### A. 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 anytime 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.

#### B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- 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) h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- 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) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more



students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of 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.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. 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 and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
  - a) Posting to or creating a burn page. A "burn page" means an Internet Web site 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.
- iii. 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.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person. b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

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 products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- 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) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of 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.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. 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 and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- ii.
    - i. A message, text, sound, or image.
- A post on a social network Internet Web site including, but not limited to:
- (a) Posting to or creating a burn page. A "burn page" means an Internet Web site 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.

iii. 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.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

#### C. Suspension Procedure

Suspensions shall be initiated according to the following procedures: 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil 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. This conference shall be held within two school days of when the student was suspended, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials.

Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

#### 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

#### 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. The student will have the opportunity, at the discretion of the Executive Director and/or the classroom teacher, to complete instructional activities missed due to his or her suspension and will be able to communicate with designated school staff for any questions and for evaluation of work.

#### D. Authority to Expel

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by recommendation from the Executive Director. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Charter School's Board will appoint an Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

#### E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion. The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

#### F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

#### H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

#### I. Written Notice to Expel

The Executive Director or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

#### J. Disciplinary Records

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

#### K. Right to Appeal

The pupil shall have the right to appeal an expulsion decision from the Administrative Panel to the Charter School Board. The Charter School Board's decision to expel shall be final.

#### L. Expelled Pupils/Alternative Education

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 by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

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

##### 1. Notification of SELPA

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

##### 2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be

provided in an interim alternative educational setting.

### 3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

### 4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

### 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

### 6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated

by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA- eligible children with disabilities, including the right to stay-put. If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

#### **(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)**

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. TEACH Public Schools has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "S" next to the students name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Los Angeles Leadership Academy School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

To: ALL CERTIFICATED STAFF From: Principal

Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. TPS District has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "S" next to the students name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900

(a)(1) Mutual fight (a)(2) Assault/Battery

(b) Possessed, sold or furnished dangerous object

(c) Controlled substance/alcohol

(d) Imitation controlled substance

(e) Robbery/extortion

(f) Vandalism

(g) Theft

(h) Tobacco/nicotine products

(i) Obscene act, habitual profanity/vulgarity

(j) Drug paraphernalia

(k) Disruptive/willfully defiant behavior (grades 4-12) (l) Received stolen property

(m) Imitation firearm

(n) Sexual assault or battery

(o) Harassed/threatened witness

(p) Sale of soma

(q) Hazing

(r) Bullying/cyberbullying

(t) Aiding and abetting

E.C. 48900.2 Sexual harassment (gr 4-12)

E.C. 48900.3 Hate violence(gr 4-12)

E.C. 48900.4 Severe or pervasive harassment, threats and intimidation (grades 4-12) E.C. 48900.7 Terrorist threats against school officials or property

E.C. 48915 (a)(1)(A)Serious physical injury

(a)(1)(B)Possession: knife or dangerous object (a)(1)(C) Controlled substance

(a)(1)(D) Robbery or extortion

(a)(1)(E) Assault/battery of school employee

E.C. 48915 (c)(1) Possessing, selling, furnishing firearm (c)(2) Brandishing a knife at another person

(c)(3) Selling a controlled substance

(c)(4) Committing or attempting to commit sexual assault or battery (c)(5) Possession of an explosive

If you have any questions or want more information, please see me.

### **(E) Sexual Harassment Policies (EC 212.6 [b])**

#### Employee Prohibited Unlawful Sexual Harassment

TEACH Public Schools is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, upto, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will include information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment.

Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See Appendix A for the "Harassment Complaint Form." See Appendix B for the general "Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
- Rape, sexual battery, molestation or attempts to commit these assaults and
- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as: Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and



- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate TPS policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint, or reporting harassment. TPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation. TPS is committed to remediating any instances where investigation findings demonstrate unlawful harassment has occurred.

Following exhaustion of the TPS complaint procedures outlined herein, employees who believe they have been harassed or discriminated against may contact state or federal agencies to file a complaint. Employees who wish to contact the California Department of Fair Employment and Housing (“DFEH”) may do so by calling (800) 884-1684 (or, TTY, (800) 700-2320). For more information about or from the DFEH, visit [www.dfeh.ca.gov](http://www.dfeh.ca.gov) or you can contact the Fair Employment Housing Commission at [www.fehc.ca.gov](http://www.fehc.ca.gov). Employees who wish to contact the U.S. Equal Employment Opportunity Commission (“EEOC”) may do so by calling (800) 669-4000 (or, TTY, (800) 669-6820). For more information about or from the EEOC, visit [www.eeoc.gov](http://www.eeoc.gov). Both the DFEH and EEOC will investigate complaints of discrimination or harassment, and may attempt to resolve such complaints either by prosecuting, conciliating or settling the matter on the employee’s behalf. TPS will not retaliate against any employee who files a complaint with, or otherwise participates in an investigation, proceeding or hearing conducted by, the DFEH or EEOC.

Student Unwanted Sexual Harassment Includes unwelcome sexual advances and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student’s academic status or progress.
2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.
3. Such conduct has the purpose or effect of unreasonably interfering with the individual’s academic performance or creating an intimidating, hostile or offensive educational environment.

It is the responsibility of TEACH Public Schools to:

1. Implement this policy through regular meetings with all administrators, ensuring that they understand the policy and its importance;
2. Make all faculty, staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement;
3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment;
4. Establish practices designed to create a school environment free from discrimination, intimidation, or harassment.

It is the responsibility of the student to:

1. Conduct herself/himself in a manner, which contributes to a positive school environment;
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing;
3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome.
4. Report all incidents of discrimination or harassment to the Principal;
5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

#### Complaint filing and investigation procedures

The following procedures must be followed for filing and investigating a harassment claim:

1. The student may first choose to tell the individual causing the harassment that his/her conduct is offensive and must stop. If the objectionable behavior does not cease immediately, the student must report the harassment to the Principal.
2. The student alleging harassment will be asked to complete a formal, written complaint. The claim will be investigated thoroughly, involving only the necessary parties. Confidentiality will be maintained as much as possible.
3. The investigation will include a meeting with the person alleged to have harassed, sharing with that person the nature of the allegations as well as the name of the person bringing the allegations. If appropriate, the alleged harasser will be placed on administrative leave during the course of the investigation.
4. Once the facts of the case have been gathered, the Principal, in consultation with the Superintendent, will decide what, if any,

disciplinary action is warranted. The disciplinary action will relate to the nature, context, and seriousness of the harassment and can include all disciplinary actions up to and including immediate expulsion or termination.

5. If the complaint is against a non-employee or non-student, such as a parent, volunteer, or vendor, the school will take steps, within its power, to investigate and eliminate the problem.

#### **(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)**

At TEACH Public Schools, employees come into frequent contact with the public. Courtesy, tact, and helpfulness are expected in order to reinforce the positive reputation TPS employees have worked hard to establish. Furthermore, in interactions with or in the presence of students, employees are required to speak and interact appropriately.

You must refrain from using cell phones in classrooms or in plain view unless during an approved break or conference period and you should not conduct personal business during the school day.

As students are asked to wear a uniform to communicate their academic seriousness, employees are likewise expected to dress in an appropriate manner that is suitable for their working conditions. appearance must project a professional appearance that sets a tone for an environment in which learning is expected to take place and in which the public is welcomed. You are expected to use good taste and maintain good personal hygiene. Determination of appropriateness of attire will be made by the school Principal.

#### **(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)**

During normal school hours our school has one walking entry gate (Western Avenue). Students may arrive at the primary school and middle school at 7:30 am. Students may arrive at school as early as 7AM. Official arrival time for the school is 7:55. Students will go into the first floor or Multi-Purpose room (with supervision) to wait prior to the start of the school day.

The assistant principal or designee and support staff will supervise the front of the school and first floor after morning arrival to make sure all students are either with their teacher or a substitute. The instructional day continues as scheduled.

The school day ends at 3:05 pm on Mondays, Tuesdays, Thursdays and Fridays. On Wednesdays school dismissal is at 1:00 pm for staff meeting or professional development. The Minimum Day schedule is the same as the Thursday schedule.

For the high school the regular school day ends at 3:05 on Monday, Tuesday, Thursday, and Friday. On Thursdays dismissal is at 1:00. All staff members and parent volunteers monitor the safe exit of students. The 5th-8th grade students will exit through the Western Ave. gate (front of the school), For the 7th and 8th grades, all students exit via the front gate (Western) and are supervised for safe passage by the school security personnel and the assistant principal or designee.

Strategies and procedures were developed to ensure the safe ingress/egress of students, school employees, parents, volunteers and visitors.

- Visitors must sign in and secure a Visitor's Pass from the school office before entering the campus. They must sign out when leaving.
- Students leaving early must be signed out by parents/guardians or someone listed on the student's emergency card.
- Walkie-Talkies assigned to designated staff will be operational throughout the day.

#### **(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)**

##### **Component:**

Create and maintain a caring and connected school climate

##### **Element:**

Goal(s): To Increase Parent involvement at TEACH Public Schools

##### **Opportunity for Improvement:**

Objective: Provide opportunities for parents to become involved with the school culture and community

Objectives	Action Steps	Resources	Lead Person	Evaluation
Objective: Provide opportunities for parents to become involved with the school culture and community	Coffee with the Principal - Monthly	Continental Breakfast	Person(s) responsible for implementation: Parent Coordinator/Student Service Center Personnel, Administration	Surveys
	Parent workshops - Monthly	Varies by workshop	Person(s) responsible for implementation: Parent Coordinator/Student Service Center Personnel, Administration	Surveys
	Volunteer Opportunities	Safety Vests, badges	Person(s) responsible for implementation: Parent Coordinator/Student Service Center Personnel, Administration	Surveys

**Component:**

Create and maintain a caring and connected school climate

**Element:**

Goal(s): Increase supervision in order to maintain a safe campus

**Opportunity for Improvement:**

Objective: Increase the number of staff who supervise student during nutrition, lunch, and passing periods

Objectives	Action Steps	Resources	Lead Person	Evaluation
Objective: Increase the number of staff who supervise student during nutrition, lunch, and passing periods	Related Activities: Supervision of hallways, front of school and courtyard	Faculty and Staff	Person(s) responsible for implementation: Parent Coordinator/Student Success Center Staff, Administration	Evaluation guidelines: School Safety Survey

**Component:**

**Element:**

**Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation

**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)****TEACH Academy of Technologies Student Conduct Code****Conduct Code 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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 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 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student’s disability? B. Was the misconduct a direct result of the Charter School’s failure to implement 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:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?

B. Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

Notwithstanding 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.

This Pupil Suspension and Expulsion 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 this policy, the Charter School has reviewed Education Code Section 48900 et seq., which describes the noncharter 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.

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 and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. 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 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 administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office.

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

## A. 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 anytime 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.

## B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- 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 products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- 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) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
  - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of 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.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. 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 and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
  - i. A message, text, sound, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - a) Posting to or creating a burn page. A "burn page" means an Internet Web site 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.
  - iii. 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.
  - w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
  - x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
  - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person. b) Willfully used force or violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - 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 products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
  - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
  - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety



Code Section 11014.5.

- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
  - l) Knowingly received stolen school property or private property.
  - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
  - 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) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
  - s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
    - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
      - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of 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.
      - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
      - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
      - iv. 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 and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
      - ii.
        - i. A message, text, sound, or image.
- A post on a social network Internet Web site including, but not limited to:
- (a) Posting to or creating a burn page. A "burn page" means an Internet Web site 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.

iii. 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.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

#### C. Suspension Procedure

Suspensions shall be initiated according to the following procedures: 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil 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. This conference shall be held within two school days of when the student was suspended, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may

be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials.

Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

#### 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

#### 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. The student will have the opportunity, at the

discretion of the Executive Director and/or the classroom teacher, to complete instructional activities missed due to his or her suspension and will be able to communicate with designated school staff for any questions and for evaluation of work.

#### D. Authority to Expel

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by recommendation from the Executive Director. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Charter School's Board will appoint an Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

#### E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion. The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

#### F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a

person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

#### H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

#### I. Written Notice to Expel

The Executive Director or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

#### J. Disciplinary Records

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

#### K. Right to Appeal

The pupil shall have the right to appeal an expulsion decision from the Administrative Panel to the Charter School Board. The Charter School Board's decision to expel shall be final.

#### L. Expelled Pupils/Alternative Education

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 by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

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

##### 1. Notification of SELPA

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

##### 2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student

to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### 3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

### 4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

### 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

### 6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA- eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## **(K) Hate Crime Reporting Procedures and Policies**

### **NONDISCRIMINATION/HARASSMENT**

TEACH Public Schools desires to ensure equal opportunities for all students in admission and access to TEACH Public Schools educational programs, guidance and counseling programs, athletic programs, testing procedures, and other activities. TPS programs and activities shall be free from discrimination, including harassment, with respect to a student's race, color, ancestry, national origin, ethnic group identification, citizenship and immigration status, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. These terms are defined by state or federal statute.

The TPS District prohibits discrimination, intimidation, or harassment of any student by any employee, student, or other person in TPS. Prohibited harassment includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects the student's educational opportunities.

School staff and volunteers shall carefully guard against segregation, bias, and stereotyping in the delivery of services, including, but not limited to, instruction, guidance, and supervision.

The Principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior.

Students who engage in discrimination or harassment in violation of law, TPS policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or involuntary release to student's district of residence.

### **Grievance Procedures**

Any student who feels that he/she has been subjected to discrimination or harassment should immediately contact the Principal, administrators or designee. Any student or school employee who observes an incident of discrimination or harassment should report the incident to the Principal, administrator or designee whether or not the victim files a complaint.

Upon receiving a complaint of discrimination or harassment, the Principal or other administrator or designee shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

The Superintendent or designee will ensure that the student handbook clearly describes TPS nondiscrimination policy, procedures for filing a complaint regarding discrimination or harassment, and the resources that are available to students who feel that they have been the victim of discrimination or harassment. TPS policy may also be posted on the school website or any other location that is easily accessible to students.

### **AR5145.3**

#### **General Provisions 1. Definitions**

a. TPS participant: any individual involved in TPS or activities. This includes employees, students, contractors, vendors, guests and volunteers.

b. TPS staff member: any TPS employee.

c. Principal or designee: supervisor or site administrator, or the person designated to investigate or coordinate the investigation of concerns or complaints in an objective, consistent and thorough manner.

d. Complaint: a statement regarding how a TPS or activity is run or how a TPS participant was treated while involved in a TPS or activity. A complaint alleges a violation of state or federal laws or regulations. Complaints point to specific misconduct, or behavior or practices that violate law.

(1) Examples of complaints based on discriminatory behavior: (a) Sexual harassment, assault, battery

(b) Harassment: includes unwelcome verbal, visual or physical contact that, when directed at any person, would be considered inherently likely to provoke an extremely negative or intimidating reaction. Such contact includes, but is not limited to; those terms or actions widely recognized as negative or derogatory references to race, ethnicity, religion, gender, sexual orientation, disability and other characteristics uniquely a part of the individual or group. "Harassment" occurs when these words or conduct create a hostile or intimidating environment that prevents the target of harassment from being able to pursue educational goals or to participate fully in TPS programs or activities.

(c) Denial of educational opportunities (d) Abuse or neglect

(e) Inaccurate student records

(2) In accordance with the Uniform Complaint Procedure, TPS will assist in referring certain complaints to specified agencies.

e. Concern: a statement regarding how a TPS or activity is run or how a TPS participant was treated while involved in a TPS program or activity. A concern is a constructive suggestion for a problem that is not necessarily a violation of state or federal laws or regulations. If a participant is unclear whether s/he has a concern or a complaint, the participant should make a statement. Concerns may be resolved informally.

f. Target: TPS participant who is the target of discriminatory behavior.

g. PCQ: Person whose conduct is in question; person whose behavior is allegedly discriminatory.

#### Notice of TPS

1. Each TPS site shall provide notice of this Nondiscrimination Policy along with the name, title, address and phone number of the person in charge of handling complaints and investigations.

2. This notice shall also include a statement of policy, definitions and the potential disciplinary consequences of substantiated complaints. See below.

3. Notice of the Nondiscrimination Policy, will also be included in the Annual Notification provided upon enrollment to all students and parents.

4. Notice may also be provided by:

a. Publication in local newspapers, newsletters or magazines operated by TPS or the site.

b. Distribution with other written communications to TPS participants and their parents.

c. Incorporation in mandatory Health Education classes.

d. Workshops conducted by sites to inform participants, including parents where feasible, of the Nondiscrimination Policy grounds and procedures.

#### Procedure for Filing a Concern or Complaint

1. TPS encourages any student who has a concern or complaint about alleged discrimination in how a TPS program or activity is run to report the concern/complaint to a TPS Principal or administrator.

2. The TPS staff member will then contact the Principal or administrator regarding the reported incident immediately or as soon as practically possible, but no later than forty- eight (48) hours after the student's report. TPS staff member will make a written note that the report was forwarded to the Principal or administrator.

3. A student who wishes to resolve a concern or complaint with TPS should make this report to a TPS staff member as soon as possible but no later than one hundred eighty (180) calendar days of the incident causing the concern or complaint.

a. Complainants are encouraged to keep a written log of incidents. This log should include, where possible, the items listed below, in subsection 5 of this Part.

b. Any witness of misconduct is encouraged to report the misconduct and to support the complainant in reporting the misconduct.

(1) A witness who personally observed the incident should tell the complainant that the witness will report the misconduct.

(2) If a complainant confides in another TPS participant that s/he believes s/he has complaint or concern, the TPS participant is encouraged to support the complainant in reporting the misconduct to the school.

c. The complainant or witness may, if s/he chooses, request that a friend, adult advisor from the school or parent be present when the complainant or witness reports the complaint.

d. The complainant or witness should write down and provide the principal or administrator with the following information regarding the incident:

(1) When the misconduct occurred

(2) Who was involved (as a complainant, as a PCQ, as a witness)

(3) Where the incident occurred

(4) What happened

(5) How the complainants responded to the incident

(6) Any related incidents (for example, similar conduct or similar people involved) (7) Any other information regarding the incident that may help the investigation.

e. If the complainant feels safe, s/he is encouraged to communicate to the PCQ, in person or by letter, that the conduct is both unwelcome and must stop immediately. This often helps PCQs recognize that their conduct is unacceptable and causes them to stop.

- (1) The complainant is not required to take this step.
- (2) If the complainant prefers, a friend or counselor may assist the complainant in addressing the PCQ. The complainant should keep a written record of his/her conversation(s) with the PCQ.
- (3) If the complainant chooses to write a letter, s/he should keep a copy of the letter, signed, and make a copy for the principal.

#### 4. Confidentiality

a. Confidentiality regarding the complaint and investigation will be maintained to the extent possible.

- (1) If child abuse or abuse of a dependent adult is reported, teachers and school administrators are mandatory reporters and must report the incident to child protective services or law enforcement.
- (2) If the misconduct is physical, the conduct may be assault, battery, or sexual assault or battery. Assault and battery, including sexual assault and battery, are crimes and must be immediately reported to law enforcement.
- (3) The parent/guardian of the complainant should also be notified.

b. If a student specifically requests confidentiality of his/her name from the PCQ, the school should grant this request to the extent possible.

(1) If the PCQ faces potential criminal charges or cannot otherwise identify the incident in question, the school will disclose the complainant's name to the PCQ to protect the PCQ's due process rights and to enable the investigation to move forward.

(2) If the school will disclose the complainant's name to the PCQ, the school shall notify the complainant of the disclosure.

c. Retaliation for complaints of misconduct by complainants or witnesses is prohibited.

(1) If any retaliation for reporting the incident occurs, such as increased misconduct or additional denials of educational benefits, the complainant or witness should report these incidents to the principal

(2) If retaliation is substantiated or proven, the retaliator is subject to involuntary release to student's district of residence

(2) If retaliation is substantiated, or proven, and if the retaliator is TPS staff, the retaliator is subject to disciplinary measures under Personnel Policies.

#### Investigations of Complaints

1. TPS treats student complaints seriously.

a. The principal or other administrator will initiate an investigation into the incident within forty-eight (48) hours of a complaint.

b. The principal or other administrator will conduct a thorough investigation into the facts of the incident to be completed within thirty (30) calendar days of a complaint.

c. The principal will notify the parents of the complainant and the PCQ, if the PCQ is a student, of the reported incident, the school's intent to investigate, and the potential consequences if the complaint is substantiated.

d. Fact-finding for the investigation will be objective and will focus on the following factors: (1) The age of the complainant(s).

(2) The age of the person(s) whose misconduct is in the complaint (Note: children from kindergarten through grade 3 are not subject to discipline for sexual harassment, hate violence or harassment/threats/ intimidation but other age-appropriate measures may be taken).

(3) The nature of the misconduct (for example, questionable restriction from programs, unwelcome physical contact, property damage, threats, repeated comments, pictures or writings that are racially explicit and/or degrading).

(4) The number of related incidents. (5) The location of the incidents.

(6) The identity, number and relationships of the individuals involved (for example, misconduct by a teacher who is "off duty" may have greater impact on a complainant than similar behavior by another student; a group of students' misconduct toward one complainant might be more severe than one student's misconduct toward one complainant).

(7) Statements of any witnesses to the incident, in writing, signed and dated by the witness(es)

(8) Any prior substantiated complaints

(9) Any other facts the investigator finds relevant (for example, a history of negative behaviors, such as teasing by the PCQ or repeated inappropriate comments by a teacher, leading up to the misconduct)

e. The investigator will also conduct a private, confidential interview with the PCQ to get the PCQ's response to the allegations.

f. The principal or other administrator will notify the complainant and his/her parent/guardian of the investigation's progress.

(1) Unless a crime or potential criminal act is involved, the complainant may request the investigation to stop at any time. Where TPS is required by law to continue, or where sufficient information has been gathered to show a problem, TPS shall move forward with appropriate corrective action without the complainant's participation.

(2) If the complainant is a minor, the complainant's parent/guardian must be consulted if the complainant requests the investigation to stop. A conference between the complainant, parent/guardian, and school administrator, point person and/or investigator should be held to discuss the decision.

g. The investigator has up to thirty (30) calendar days to investigate a complaint. The investigator will write a report for each complaint, to be completed and given to the site principal within three (3) school days of the completion of the investigation. This report will include:

(1) A description of the incident

(2) The complainant's claims



(3) The PCQ's response

(4) The results of the investigation's fact-finding:

(a) The results should include all investigated facts and evidence from the factors listed above.

(b) The investigator should include all documents relevant to the complaint and investigation.

(c) These facts and evidence will be summarized objectively. (5) Conclusions based on the factual findings

(a) The facts will be reviewed impartially.

(b) The investigator will prepare a conclusion for each of the complainant's claims.

(c) Conclusions will be directly tied to the underlying facts supporting them.

(d) Conclusions will clearly state whether or not misconduct occurred.

(6) Recommendations for disciplinary action, see Part V below, or other reasonable, age-appropriate, specific corrective actions to end the discrimination or harassment, eliminate the hostile environment, or eliminate future discrimination or harassment.

2.TPS will maintain records of all investigations into misconduct claims.

a. These records will be confidential.

b. These records may be used for tracking of complaints in order to improve procedures. If used as part of a study or database, all names of parties will be removed to protect the privacy of the parties.

c. These records may be used to substantiate claims of repeated misconduct or retaliation for reporting misconduct.

Consequences

1. The site administrator will notify the complainant, the PCQ, and their parents or legal guardians of the determination of the complaint, including consequences, within two school days of the investigator's report to the site administrator.

2. Counseling services should be offered to both the complainant and the PCQ.

3. In less severe cases, with notice to the complainant and his/her parent or guardian, the principal or County Superintendent may determine that other consequences are more appropriate. These include:

a. A written warning

b. A formal written apology from the PCQ to the complainant

c. Transfer of the PCQ to another school class or program from a class s/he shares with the complainant, which may require an IEP review if the PCQ is a Special Education student

d. Detention

e. Community service

4. Appeal of determination of misconduct

a. If the complaint of misconduct is substantiated and the principal or County Superintendent determines that an involuntary release to student's district of residence is appropriate, the student charged with misconduct has the opportunity to appeal this decision.

b. For lesser disciplinary actions, the student charged with misconduct may request a conference between the student, his/her parent or guardian and the site principal.

(1) The charged student has five (5) school days from the day s/he learns of disciplinary action to request this conference.

(2) The school will hold this conference within five (5) calendar days of the request. The complainant and his/her parent or guardian will be notified of this conference. They may also attend or provide a written statement of their concerns.

5. Unsubstantiated complaints

a. If an investigation does not support the complaint, the complainant and the PCQ will be notified. No disciplinary action may be taken but counseling may be offered to both parties.

b. If an investigation determines that the misconduct claim was false and the complainant made the claim knowing it was false, the complainant is subject to discipline including suspension or involuntary release to student's district of residence.

c. In the event that the complainant is dissatisfied with the determination of an unsubstantiated complaint, the Target may invoke the appeal process from the complaint policy, County Board policy 7380, at whichever step the complainant feels appropriate.

d. In addition, for complaints of discrimination, the complainant may file a complaint at any time with the Office for Civil Rights. TPS staff shall assist the Target by providing contact information.

6. If the PCQ is a TPS staff member, refer to Personnel policies regarding employee discipline.

7. If the PCQ is a contractor or vendor, refer to Business policies regarding any available corrective measures.

## **(J) Procedures to Prepare for Active Shooters**

TEACH will conduct regular districtwide Active shooter drills. Before the drill teachers will be given this guidance:

### Active Shooter Drill Procedure

Please read entire directions BEFORE the drill.

Step 1: At the beginning of the day, make sure that your door is securely locked. This means standing outside of the door, briefly lock yourself out of the class, and make sure it works. During an active shooter drill, doors between adjacent classrooms should also be locked.

Step 2: Please refer to counselors any students who may be triggered by this drill. Counselors will speak with students beforehand and provide coping skills and processing time for students.

Step 3: During advisory make sure you explain to students that they will be participating in an active shooter drill. Explain to them the seriousness of all drills and that we need students to listen carefully to ALL directions during ALL drills. Let students know that some may be asked by you for assistance (i.e. to move furniture, block doors, close curtains, lock adjacent doors, turn radio volume as low as possible, etc).

Step 4: As the drill begins (Ramsey's on Campus), from inside of the class approach the door and pull the handle in to make sure the door is latched close. This will ensure that the door is locked.

Step 5: Ask students to QUIETLY hide underneath their desks. Remove the row of students who are closest to the window/door to the backside of the classroom. This means some students will be moving to the side of the classroom that is opposite to the window/door. They will hide behind the furthest row of desks. There should be no radio conversations. The goal is to give anyone the impression that NO ONE is in the room. The movement should be as quickly and as quietly as possible.

Step 6: If students are missing, please email the Principal, Assistant Principal, and Operations Manager the names of ALL missing students. If all students are present please email ALL PRESENT. If you have provided shelter to a student who does not belong with your class please indicate that in your email.

Step 7: There will be a knock at the door. DO NOT ANSWER THE DOOR. Make sure all students know to NOT answer the door. Do not open the door for any students who may be arriving late. Do not open the door for any staff.

Step 8: Remain quiet in place until you hear the radio call "All clear". Students are not to be allowed to leave the classroom for ANY reason during an active shooter drill (i.e. student going home early, restrooms, or going to the office.)

### **Procedures for Preventing Acts of Bullying and Cyber-bullying**

Whenever the school is notified that a bullying incident has occurred. Administration must communicate with the parents of both the victims and perpetrators to establish a safety plan. The safety plan will include:

Intervention Behavior Safety Plan

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Safety is our number one priority! Keeping students safe requires the comprehensive and collaborative effort of all stakeholders.

The following safety plan has been discussed and developed for (student's name) \_\_\_\_\_ on (date) \_\_\_\_\_.

This plan does NOT replace an IEP or a Behavior Support Plan.

Administration responsibilities and strategies:

1. I will continue to communicate and enforce the TAT Discipline Policy.
2. I take all reported incidents of bullying and hazing seriously.
3. I will be neutral and gather the facts from all involved parties.
4. I will follow-up with the teacher to provide support to address the various concerns.
5. I will monitor to determine that the bullying has been resolved.

Teacher responsibilities and strategies:

1. I will establish a safe school environment for all students.
2. I take all reported incidents of bullying and hazing seriously.
3. I will remain neutral and gather all the facts from the involved parties.
4. I will monitor that the bullying has been resolved by checking-in with the involved parties.

Give specific dates or frequency:

- 5. I will communicate and reinforce positive behavior expectations and norms for classrooms, restrooms, yard, eating areas, and other school activities.
- 6. I will meet with parents of involved students to discuss concerns, consequences and strategies for reconciliation.
- 7. I will work collaboratively with the administration, counselors, other involved teachers, staff and parents.
- 8. I will make a referral for counseling.

Counselor support:

- 1. I will monitor that the bullying has been resolved by meeting with the involved parties to provide additional support and monitoring. Give specific dates or frequency:

Accommodations and modifications:

- 1. The class schedule has been modified to support the students involved.

Student responsibilities and strategies:

- 1. During lunch, nutrition and passing periods, my designated area is
- 2. During lunch and nutrition, I will remain in the proximity of school staff who will provide additional supervision and be a source of contact.
- 3. My designated arrival location is \_\_\_\_\_ at \_\_\_\_\_ a.m.

My designated pick-up location is \_\_\_\_\_ at \_\_\_\_\_ p.m.

- 4. I will avoid conflicts with the other student and will report any concerns or incidents of bullying immediately to \_\_\_\_\_.
- 5. I will tell the person who is bothering me to “stop.”
- 6. I will not tease, taunt or antagonize anyone.
- 7. I will follow behavioral expectations and norms for classrooms, restrooms, yard, eating areas, and other school activities.
- 8. I will join a club that promotes peace and respect.
- 9. I will apologize if I hurt someone’s feelings.
- 10. I will accept an apology from one who may have hurt my feelings.
- 11. I will have positive interactions with others.

Parents responsibilities and strategies:

- 1. I will listen objectively and gather factual information.
- 2. I will promote a positive resolution to the conflict.
- 3. I will work collaboratively with the school staff.
- 4. I will monitor that the bullying has stopped.
- 5. I will encourage my child to use positive methods to resolve conflicts.
- 6. I will enroll my child in counseling.
- 7. I will not confront the child or their family who is allegedly bullying my child.
- 8. I will set positive expectations of behavior for my child.
- 9. I will be a positive role model.

Confidentiality – The student and parent will not share any information with other students/families regarding the allegations against the other student.

By signing you have agreed to follow the plan to support the safety of all parties.

This plan will be in effect for the next 30 days, unless indicated otherwise by the school staff. We will revisit this plan on (date) at \_\_\_\_\_ (time).

Additional notes:

Please print and sign your name (optional)

Student	Date: _____
Parent/Guardian	Date: _____
School staff	Date: _____
Administrator	Date: _____
Other	Date: _____

These safety plans will be kept on file and administrators shall monitor every situation until the situation is resolved.



## **Safety Plan Review, Evaluation and Amendment Procedures**

Safety Plan Review, Evaluation and Amendment Procedures will be conducted during meetings that include all stakeholders. For example they will be reviewed at staff meetings, Coffee with the Principal, ELAC, and SSC committee meetings.

## Safety Plan Appendices

**Emergency Contact Numbers****Utilities, Responders and Communication Resources**

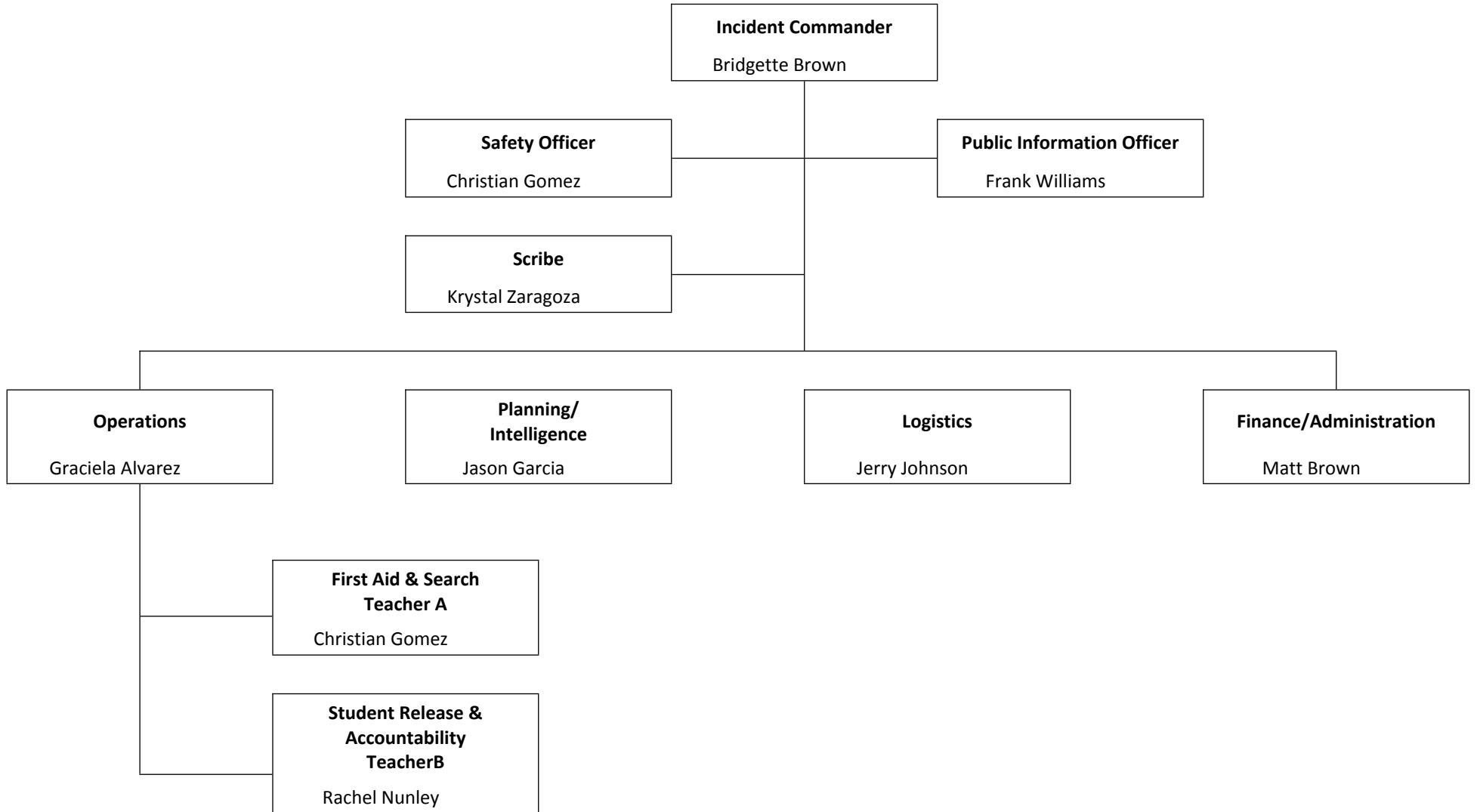
<b>Type</b>	<b>Vendor</b>	<b>Number</b>	<b>Comments</b>
Law Enforcement/Fire/Paramedic	911	911	
Public Utilities	LADWP	(800) 342-5397	
Local Hospitals	King Hospital	(310) 668-5011	
Emergency Services	911	911	

**Safety Plan Review, Evaluation and Amendment Procedures**

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
School Wide Meeting conducted twice a year.	End of each semester	Kept in document tracking system



**TEACH Academy of Technologies Incident Command System**



## Incident Command Team Responsibilities

### Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

A.1	INCIDENT	COMMANDER
Primary:	Bridgette	Brown
Alternate:	Christian	Gomez

The Incident Commander (IC) is responsible for emergency and/or disaster operations and shall remain at the Command Post (CP) to observe and direct all operations. You are responsible to ensure the safety of students, staff and others on campus. Lead by example; your behavior and decisions set the tone for staff and students.

#### Start up actions:

- Obtain your personal safety equipment; i.e. hardhat, vest, clipboard with job description sheet
- Access type and scope of emergency.
- Determine threat to human life and structures.
- Implement the Emergency Operations Plan and relevant hazard specific procedures.
- Assume the duties of ALL incident positions until staff is assigned and available.
- Activate functions (assign positions) as needed. Appoint a backup or alternate for IC.
- Assign staff to initiate check-in procedures.
- Ensure that an incident organization and staffing chart is posted and arriving staff are assigned by name.
- Ensure the Incident Command Post is properly set up and ready for operation.
- Ensure that telephone and/or radio communication with other facilities are established and tested.
- In conjunction with the Planning Section Chief, develop and communicate an incident action plan with objectives and a time frame to meet those objectives.
- Open and maintain a position log.

#### Ongoing operational Duties:

- Continue to monitor and assess total school situation.
- View site map periodically for Search and Rescue progress and damage assessment information.
- Check with section chiefs for periodic updates.
- Reassign personnel as needed.
- Report (through communication) to School District office contact on status of students, staff and campus as needed.
- Establish contact with XXX School District, local law enforcement and/ or fire department and other agencies, as needed, to provide assistance and/ or to keep informed of school disaster status.
- Develop and communicate with Planning Section revised incident action plans as needed.
- In conjunction with the Public Information Officer, conduct press briefings and review media releases as required. Establish procedures for information releases and press briefings with other agencies who may be involved.
- Begin student release when appropriate. NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the Superintendent or his/her designee, except individuals on request of parent/ guardian.
- Utilize your alternate; plan and take regular breaks, 5-10 minutes per hour away from CP.
- Plan regular breaks for all staff and volunteers. Take care of your caregivers.
- Thoroughly brief relief staff upon shift change.
- If incident becomes a Unified Command, thoroughly brief your Co-Incident Commander(s).
- Release teachers as appropriate. By law, during a disaster, teachers become "disaster workers." Stagger teachers and staff appropriate release time to check on family and loved ones when possible.
- Remain on and in charge of your campus until redirected or released by the Superintendent or his/ her designee.

#### Closing Down:

- Authorize deactivation of sections, branches or units when they are no longer required.

- At the direction of the Superintendent or his/her designee, deactivate the entire emergency response. If the Fire Department or other outside agency calls an “All Clear,” contact the district before taking any further action.
- Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit.
- Proclaim termination of the emergency and proceed with recovery operations if necessary.

Command Post Equipment and Supplies:

- Emergency Operations Plan
- Campus maps
- Master keys
- Pens, pencils etc.
- Clipboards
- Staff and student rosters- 2 sets
- 2- way radio
- Cell phone
- AM/FM portable radio
- Bullhorn
- Tables and chairs
- Canopy for shelter (if outside)
- Hardhat
- Vest
- Activity log

A.2	Safety	Officer
Primary:	Christian	Gomez
Alternate:	Racquel	Nunley

The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

Start up Actions:

- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from logistics.
- Put on position identifier, such as vest or hat, if available.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.
- Document the following: Messages received, action taken, decision justification and documentation, requests filled.

Operational Duties:

- Monitor drills, exercises and emergency response for safety.
- Identify and mitigate safety hazards and situations.
- Stop or modify all unsafe operations.
- Ensure that responders use appropriate safety equipment.
- Think ahead and anticipate situations and problems before they occur.
- Anticipate situation changes, such as severe aftershocks in all planning.
- Ensure personnel have adequate intake of water and healthy meals, in the event of a prolonged activation.
- Keep the Incident Commander (IC) advised of your status and activity and on any problem areas that now need or will require solutions.

Closing Down:

- When authorized by IC, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Safety Officer Supplies/ Equipment:

- Vest or position identifier
- Hardhat
- Clipboard, paper, pens and pencils
- Two-way radio

A.3.	Public	Information	Officer
	Primary:	Frank	Williams
Alternate:		Graciela	Alvarez

The Public Information Officer (PIO) acts as the official spokesperson for the school site in an emergency situation. If a School District PIO is available, he/she will be the official spokesperson. A school site based PIO should only be used if the media is on campus and the district PIO is not available or forthcoming.

- Important Note- the public has the right and need to know important information related to emergencies/ disaster at the school site as soon as it is available and does not jeopardize an ongoing investigation or local and/or national security.
- News media can play a key role assisting the school in getting emergency/ disaster related information to the public and parents. Information released must be consistent, accurate and timely.

#### Start up Actions:

- Determine a possible "news center" site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- Identify yourself as the "PIO" (vest, visor, hat, sign etc.)
- Consult with district PIO to coordinate information release.
- Assess situation and obtain statement from IC. Tape record if possible.
- Advise arriving media that the site is preparing a press release and approximate time of its issue.
- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.
- Contact local Emergency Operations Center (EOC) to coordinate incident specific information to be released to media (i.e.; size of disaster ect.)

#### Operational Duties:

- Keep up to date on the situation
- Statements must be approved by the IC and should reflect:
  - Reassurance
  - Incident or disaster cause and time of origin
  - Size and scope of incident
  - Current situation e.g. condition of school site, evacuation

progress, care being given, injuries, student release location, etc. Do not release any names.

- Resources in use
- Best routes to school if known and appropriate
- Any information school wishes to be released to the public
- Read statements if possible
- When answering questions, be complete and truthful, always considering and emotional impact. Avoid speculation, bluffing, lying, and talking 'off the record' arguing, etc. Avoid use of the phrase "no comment."
- Remind school staff to refer all questions from media or waiting parents to the PIO.
- Update information periodically with IC
- Ensure announcements and other information is translated into other languages as needed.
- Monitor news broadcasts about incident. Correct any misinformation heard.

#### Closing Down:

- At the Incident Commanders direction, release PIO staff no longer needed. Direct staff members to sign out through Timekeeping.

- Return equipment and reusable supplies to Logistics
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit

Public Information Officer Equipment and Supplies

- ID Vest
- Battery Operated AM/FM radio and/or television (if possible)
- Paper/pencils/marketing pens
- Scotch tape/masking tape
- Scissors
- School site maps and area maps
- Laminated poster board or dry erase board for display
- Activity Log

A.4.		Liaison	Officer
	Primary:	Calvin	Williams
	Alternate:	Jocelyn	Ramirez

The Liaison Officer serves as the point of contact for outside Agency representatives offering organizational assistance during school site emergency response. The Liaison Officer coordinates the efforts of these outside agencies while on-site to ensure the proper flow of information.

Start up Actions:

- Check with Incident Commander (IC) for situation briefing
- Determine your personal operating location and set up as necessary. All command staff should be congregated in one location at an Emergency Operations Center (EOC).
- Obtain necessary equipment and supplies from logistics.
- Put on position identifier, such as vest or hat if available.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the situation.

Operational duties:

- Brief Agency Representatives on current situation, priorities and incident action plan.
- Ensure coordination of efforts by keeping IC informed of agencies action plans.
- Provide periodic update briefings to Agency Representatives as necessary.
- Contact the American Red Cross and have them provide a representative to assess the situation.

Closing Down:

- At the Incident Commanders direction, deactivate the Liaison Officer position and release staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Liaison Officer Equipment and Supplies

- Vest, hat position identifier.
- Two-way radio
- Clipboard, paper and pens
- Activity Log

OPERATIONS

SECTION

B.1		OPERATIONS	SECTION
	Primary:	Graciela	Alvarez
	Alternate:	Bridgette	Brown

The Operations Chief manages the direct response to the disaster, which can include the following teams:

- Site Security
- Search and Rescue
- Student Care
- Medical, First Aid
- Student Release

Start up Actions:

- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Assume the duties of ALL Operations Section positions until staff is available and assigned.
- Activate Team Leaders.
- Meet with Team Leaders and initiate response activities.
- Open and maintain activity log.
- Put on position identifier, such as vest or hat if available.

Operational Duties:

- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- Coordinate Search and Rescue operations. Appoint Search and Team leaders to direct their operations if necessary.
- As information is received from Operations Staff, pass it on to Situation Analysis and/or the Incident Commander.
- Inform the Incident Commander regarding tasks and priorities.
- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear and documenting their activities.
- Schedule breaks and reassign Operations staff within the section as needed.

Closing Down:

- At the Incident Commanders direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by IC, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Operations Section Chief Equipment and Supplies:

- Vest or position identifier
- Two-way radio
- Search and Rescue Equipment
- Job Description
- Clipboard, paper or notebook, pens and pencils
- Search and Rescue maps
- Large campus maps
- Activity Log

B.2	Security	Team	Leader
Primary:		Jason	Garcia
Alternate:		Jerry	Johnson

Assess, identify and mitigate (to the extent possible) campus hazards during and immediately following and on-site disaster/emergency. This team is also responsible for campus security for the duration of the incident, or until the arrival of first responders that assume responsibility.

Personnel: Staff as assigned. Work in pairs.

#### Start up Actions:

- Attend a briefing with Operations Section Chief and other Operations Team Leaders.
- Open and maintain position activity log.
- Assess available personnel and make appropriate assignments.
- Assume all Team duties until staff is assigned and available.
- Survey on-campus hazards and prioritize team response.
- Wear hardhat and orange identification vest.
- Take appropriate tools, job description clipboard and radio.
- Check all equipment for batteries, wear and tear etc.

#### Operational Duties:

- Coordinate activities of Site Security Team.
- Verify the shut-off of utilities as necessary.
- Determine integrity of on-campus water system and report this information to the Operations Section Chief.
- Direct the suppression of small fires.
- Coordinate the location of existing and potential hazards.
- Facilitate emergency vehicle access to the campus.
- Oversee/Monitor campus security/perimeter control
- Secure school campus and buildings from un-authorized access.

#### Closing Down:

- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

#### Security Team Leader Equipment and Supplies

- Vest
- Hardhat
- Work gloves
- Whistle
- First Aid Kit
- Two- way radio
- Grand Master Key(s)
- Carry bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, crescent wrench and shut off tools for gas.
- Activity log

B.3 Search and Rescue Team Leader

Primary:	Daniel	Rivera
Alternate:	Rachel	Nunley

The Search and Rescue Team Leader is responsible for coordinating all on-site search and rescue efforts. This responsibility includes identifying search and rescue priorities and making team assignments. The Search and Rescue team Leader is also responsible for ensuring the safety of his/her teams while they are in the field.

#### Start up Actions:

- Obtain all necessary equipment.
- Obtain briefing from operations Chief, noting known fires, injuries, or other situations requiring response.
- Assume all Team duties until staff is assigned and available.
- Assign teams based on available manpower, minimum 2 persons per team.

Operational Duties:

- Perform visual check of outfitted team leaving CP, include radio check. Teams must wear sturdy shoes and safety equipment.
- Record names and assignments before deploying teams.
- Dispatch teams to high priority areas first, then to search the campus using specific planned routes.
- Send a specific map assignment with each team.
- Remain at Command Post (CP) in radio contact with Search and Rescue Teams.
- Record all teams’ progress and reports on site map, keeping other at CP informed of problems. When a room is reported clear, mark a “C” on the site map.
- If injured students or staff is located, consult Operations Chief for response. Utilize Transport Teams, or send a Medical/First Aid Team.
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) on map.
- Keep radio communication brief and simple. No codes.

Closing Down:

- Record the return of each SAR Team. Direct them to return equipment and report for additional assignments to Logistics.
- Provide maps and logs to the Documentation Unit.

Search and Rescue Team Leader and Teams Equipment/Supplies

- Vest
- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- One member wear first aid backpack
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pens and pencils
- Duct tape
- Masking tape
- Activity log

B.4	Search	and	Rescue	Teams
	Team	#1	Kevin	White
	Team	#2	Rene	Sorto
Team		#3		TBD

The Search and Rescue Team (SAR) is responsible for safely conducting all on-site search and rescue efforts under the direction of the Search and Rescue Team Leader.

Start up Actions:

- Report to Search and Rescue Team Leader for briefing and assignments.
- Gather all SAR Equipment and personnel safety gear.
- Check flashlight and radio batteries; perform radio gear.
- Visually inspect each other’s gear.
- Make sure you and your partner have school site maps and are clear on your assignment
- Report gas leaks, fires, or structural damage to CP immediately upon discovery. Shut off gas or extinguish fires if possible.



- Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas.
- Do not enter severely damaged buildings.
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables.
- Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Command Post that room has been cleared.
- When injured victim is located, team transmit location, number of injured and condition of injured to CP. Do not use names of students or staff on radio. Follow directions from Command post.
- Record exact location of damage and triage tally on map and report information to CP.
- Keep radio communication brief and simple, avoid codes.

Closing Down:

- Return equipment to Logistics. Provide maps and logs to the Documentation Unit.

Search and Rescue Team Leader and Teams Equipment/Supplies

- Vest
- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- One member wear first aid backpack
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pens and pencils
- Duct tape
- Masking tape
- Activity log

B.5	Medical	Team	Leader
Primary:	Floralidia		Portillo
Alternate:	Adriana		Martinez

The Medical Team Leader is responsible for the provision of emergency medical response, first aid and counseling. Informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide. Ensures that appropriate actions are taken in the event of deaths.

Start Up Actions:

- Establish scope of incident with Incident Commander and determine probability of outside emergency medical support and transport needs.
- Assume all Team duties until staff is assigned and available.
- Make Team personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- Setup first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/ supplies.
- Assess available inventory of supplies and equipment.
- Review safety procedures and assignments with personnel.

- Establish point of entry for triage into treatment area.
- Establish immediate and delayed treated areas.
- Set up separated Psychological First Aid area if staff levels are sufficient.

Operational Duties:

- Oversee care, treatment, and assessment of patients.
- Ensure Caregiver and rescuer safety: Latex gloves for protection.
- Make sure that accurate records are kept.
- Provide personnel response for injuries in remote locations or request transport team from Logistics.
- If needed, request additional personnel from Logistics.
- Report deaths immediately to Operations Chief.
- Keep Operations Chief informed of overall status.
- Set up morgue, if necessary, in cool, isolated secure area; follow guidelines.
- Stay alert for communicable and isolate as appropriate.
- Consult with Student Care director regarding health care, medications and meals for students with known medical conditions.

Closing Down

- At the Incident Commanders direction, release Medical staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Medical Team Leader Equipment and Supplies

- Vest
- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- First Aid Kits w/ backpacks
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight
- Dust masks
- Grease pencil
- Pens and pencils
- Duct tape
- Masking tape
- Stretchers
- Blankets
- Quick Medical Reference Guides
- Tables and Chairs
- Ground cover
- Activity log

B.6		Medical	Teams
Team			#1
	Primary:	Noelle	Triay
Alternate:		Mauricio	Martinez

Use approved safety equipment and techniques. Locate staff that is first aid trained and if possible, first aid certified.

#### Start Up Actions:

- Obtain and wear personnel safety equipment including latex gloves.
- Check with Medical Team Leader for assignment

#### Operational Duties:

- Administer appropriate first aid.
- Keep accurate records of care given.
- Continue to assess victims at regular intervals.
- Report deaths immediately to Medical Team Leader
- If, and when, transport is available, do final assessment and document on triage tag. Keep and file records for reference- do not send with victim.
- Students Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out of area phone number

#### Triage Entry Area:

- Staffed with a minimum of 2 trained team members, if possible.
- One member confirms triage tag category (red, yellow, green) and

Directs to proper treatment area. Should take 30 seconds to assess, no treatment takes place here. Assess if not logged.

- Second team member logs victim's names on form and sends forms to CP as completed.

#### Treatment Area:

- Staff with minimum of 2 team members per area if possible.
- One member completes secondary head to toe assessment.
- Second member records information on triage tag and on site treatment records.
- Follow categories: Immediate. Delayed, Dead
- When using 2 way radios, do not use names of injured or dead.

#### Closing Down:

- Return equipment and unused supplies to Logistics.
- Clean up first aid area. Dispose of Hazardous waste safely.
- Complete all paperwork and turn it in to the Documentation Unit.

#### Medical Teams Equipment/Supplies

- Vest
- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- One member wear first aid backpack
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pens and pencils
- Duct tape
- Masking tape
- Activity log

B.7                      Student                      Care                      Team                      Leader:                      Noelle                      Triay

The Student Care Team Leader is responsible for providing for the safe sheltering and care of students and staff while on-site during an emergency. This person is also in charge of facilitating campus evacuation, when the school site is deemed, by the Management Team to be unsafe.

Personnel: Classroom teachers, substitute teachers and staff are assigned.

Start-up Actions:

- Wear identification vest if available.
- Take job description clipboard and a radio
- Check in with Operations Chief for situation briefing.
- Assume all Team duties until staff is assigned and available.
- Assign personnel to assignments as needed.
- If designated assembly/shelter site is destroyed or inaccessible, consult with Operations Sections Chief and determine alternate location.
  
- If school is evacuating:
  - Verify that the assembly area and routes to it are safe.
  - Count or observe the classrooms as they exit, to make sure that all classes evacuate.
  - Initiate the set-up of portable toilet facilities and hand washing stations.
  
- Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the disaster.
- Monitor the safety and well being of the students and staff in the shelter/assembly area.
- Oversee the procurement and distribution of food and water.
- Direct set-up of sanitary facilities when necessary.
- Coordinate Student Release with Student Release Team Leader when directed by Operations Section chief.
- Administer minor first aid as needed.
- Determine the need for setting up a counseling/mental health site.
- Communicate need to Operations Section Chief.
- Arrange for counseling and mental health intervention as needed.
- Coordinate with Medical Branch for treatment of more serious physical and mental health care.

Closing down:

- Close shelter per direction of Operations Section Chief.
- Return equipment and reusable supplies to Logistics.
- When authorized by IC, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Student Care Team Leader Equipment/ Supplies

- Vest
- 2 way radio
- Ground cover Tarps
- First aid kit
- Water
- Food
- Sanitation supplies
- Activities for students: books, games, etc.
- Activity Log

B.8	Student	Care	Teams
Primary:	Jocelyn		Ramirez
Secondary:	Calvin		Williams

Provide for the safe sheltering and care of students and staff while on-site during an emergency. This team is also responsible for

facilitating campus evacuation when the school site is deemed by the Management Team to be unsafe.

#### Start-up Actions:

- Meet with Student Care Team Leader.
- Secure assembly site or set up shelter per directions of Student Care Team Leader.
- Gather all supplies from storage locker(s) and transport to assembly/shelter site.
- Conduct initial population assessment.

#### Operational Duties:

- Facilitate the orderly distribution of food and water.
- Set up sanitary facilities per direction of Student Care Team Leader.
- Make arrangements to provide shelter for students and staff.
- Maintain and update student and staff population log.
- Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the incident.
- Monitor the safety and well being of the students and staff in the shelter/assembly area.
- Administer minor first aid as needed.
- Administer counseling and mental health intervention as needed.
- Maintain log of all assistance given and nature of that assistance.
- Cooperate with Student Release Team to facilitate orderly Student Release (when directed by Student Care Tea, Leader).
- Arrange activities and keep students reassured.
- Update records of the number of students and staff in the assembly area (or in the buildings).
- Direct all requests for information to PIO.

#### Closing Down:

- Close shelter per direction of Operations Section Chief.
- Return equipment and reusable supplies to Logistics.
- When authorized by IC, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

#### Student Care Team Equipment/ Supplies

- Vest
- 2 way radio
- Ground cover Tarps
- First aid kit
- Water
- Food
- Sanitation supplies
- Activities for students: books, games, etc.
- Activity Log

B.9	Student	Release	Team	Leader
Primary:		Helen		Ray

Oversee the reunification of students with their parents or authorized adult through separate Request and Release Gates.

Personnel: School Registrar, available staff and emergency volunteers. Law enforcement if available, to maintain security of release area.

#### Start up Actions:

- Attend a briefing with the Operations Section Chief and other Operations Team Leaders.
- Open and maintain position activity log.
- Assume all Team duties until staff is assigned and available.
- Designate secure areas for student request and release and authorize setup.

- Set up Request Gate at a main student access gate if possible. Note: Release Gate should be some distance from Request Gate.
- Obtain and wear vest or position identifier, if available.
- Obtain necessary equipment and forms from logistics.

#### Operational Duties:

- Monitor request and release operations.
- Oversee Student Release Team "Procedures" for request and release of students.
- Assist with the location/ verification of missing students.
- Stay in contact with Student Care, Site Security, and Medical Team Leaders.

#### Closing Down:

- At the direction of the Operations Chief, Return equipment and unused supplies to Logistics.
- Complete all paperwork and turn in to the Documentation Unit.

#### Student Release Team Leader Equipment/Supplies

- Job Description clipboards
- Pens, pencils and staplers.
- Boxes of Emergency Cards.
- Signs to mark Parent Request Gate and Parent Release Gate.
- Signs for alphabetical grouping to organize the parents (A-F etc.)
- Student Release Log

B.10	Student	Release	Team
Primary:	Krystal		Zaragoza

#### Start up Actions:

- Report to Student Release Team Leader for briefing and assignments.
- Gather all student release equipment and supplies.
- Set up Request Gate at a main student access gate.
- Post alphabetical signage on Request Table to organize parent requests (example: A-F, G-L, M-R, S-Z).
- Have Student Release Forms available for parents outside of fence at Request Gate. Have support from other staff and law enforcement, if available.
- Set up Student Release Gate some distance from Request Gate.
- Have Student Release Forms available on clipboards.
- Secure area against unauthorized access. Mark gates with signs.
- Obtain and wear vest or position identifier.
- Obtain necessary equipment and forms from Logistics.

#### Operational Duties:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the Public Information Officer. **DO NOT SPREAD RUMORS!**
- Maintain log of students released.

#### Procedures:

- Divide Student Emergency Cards according to alphabetical groupings posted at Request Table.
- Requesting adult fills out Student Release Form, gives it to a staff member, and shows identification.
- Staff verifies identification, pulls Emergency Card from file and verifies that the requester is listed on the Emergency Card.
- Staff instructs the requester to proceed to the Release Gate.
- If there are two copies of the Emergency Cards (one at each gate) staff files the Emergency Card in the "out" box. If there is only one copy, runner takes the card with the Student Release Form and staff files a blank card with the student's name on it in the "out" box.

- Runner takes form(s) to the designated classroom. Note: If parent refuses to wait on line, don't argue. Note time with appropriate comments on Emergency Card and place in "out" box.

If student is with class:

- Runner shows Student Release Form to teacher.
- Teacher makes notation, "Sent with runner."
- If appropriate, teacher sends parent copy of first aid form with runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to release personnel.
- Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given, if applicable.

If student is NOT with the class:

- Teacher makes appropriate notation on Student Release Form:

"Absent" if student was never in school that day.  
 "First Aid" if student is in Medical Treatment Area.

"Missing" if student was in school, but now cannot be located.

- Runner takes Student Release Form to Student Release Team Leader.
- Student Release Team Leader verifies student location with Command Post (if known) and meets with parent(s).
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Student Release Team Leader for verification.
- Parent should be notified of missing student status and escorted to crisis counselor.
- If student is in first aid, parent should be escorted to medical Treatment Area.
- If student was marked absent, Student Release Team Leader will notify parent.

Closing Down:

- Close Request and Release tables when directed by Student Release Team Leader.
- Make sure all confidential information and emergency cards are returned to Team Leader for secure storage.
- Return all equipment to Logistics.
- Complete/close out all logs and turn them over to Documentation Unit.

Student Release Team Equipment/Supplies

- Job Description clipboards
- Pens, pencils and staplers.
- Boxes of Emergency Cards.
- Signs to mark Parent Request Gate and Parent Release Gate.
- Signs for alphabetical grouping to organize the parents (A-F etc.)
- Student Release Log

PLANNING

SECTION

C.1

PLANNING

SECTION

CHIEF

Primary:

Bridgette

Brown

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource status. Work with Incident Commander to develop the Incident Action Plan. The Section is made up of the Documentation Unit and the Situation Analysis Unit.

Start up Actions:

- Check in with Incident Commander (IC) for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Open and maintain activity log.
- Assume duties of ALL Planning Section positions until staff is assigned and available.
- Activate Unit Leaders as needed.

- Put on position identifier, such as vest etc.
- File all reports for reference.
- Important: a permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—they are legal documents.

Student and Staff Accounting:

- Receive record and analyze Student Accounting forms.
- Coordinate with the Staffing Unit in Logistics to ensure that staff sign in, recording name, assignment, and time on-duty and off-duty.
- Check off staff roster. Compute number of students, staff and others on campus for Situation Analysis. Update periodically.
- Report missing persons and site damage to Command Post.
- Report first aid needs to Medical Team Leader.
- File forms for reference.

Closing Down:

- Collect and file all paperwork and documentation from deactivating sections.
- Securely package and store these documents for future use.
- Return equipment and reusable supplies to Logistics.

Planning Chief Equipment/Supplies

- 2 way radio
- Paper, pens
- File Box
- Job Description clipboard
- Forms:Situation/Status Report

Situation/ Check in with Planning for situation briefing.	Status	Update
<ul style="list-style-type: none"> <li>• Obtain necessary equipd supplies from Logistics.</li> </ul>		

Operational	Duties
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Situation Status – Map

- Collect, organize and analyze situation information.
- Mark site map appropriately as related reports are received. This includes but is not limited to Search and Rescue reports and damage updates, giving a concise picture status of campus.
- Preserve map as legal document until photographed.
- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home etc.

Situation Analysis:

- Provide current situation assessments based on analysis of information received.
- Develop situation reports for the Command Post to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- Report only to Command Post Personnel. Refer all other requests to Public Information Officer.

Closing Down:

- Close out all logs and turn all documents into Documentation.
- Return equipment and reusable supplies to Logistics.

Situation Analysis Unit Equipment/Supplies

- 2 way radio
- Paper and pens, pencils
- File boxes



- Job Description clipboard
- Dry erase board and pens
- Tissues
- Large site map of campus, laminated or covered with Plexiglas

C.3 Documentation Unit  
 Primary: Bridgette Brown

This unit is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

Start up Actions:

- Check in with Planning Chief for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as vest.
- Determine whether there will be a Staffing Unit and a Finance/Administration Section. If there is neither, the Documentation Unit will be responsible for maintaining all records of any expenditures as well as all personnel time keeping records.

Operational Duties

- Maintain time log of the incident, noting all actions and reports.
- Record content of all communication with XXX School District Emergency Operations Center (EOC).
- Record verbal communication for basic content.
- Log in all written reports.
- File all reports for reference.

Student and Staff Accounting:

- Receive record and analyze Student Accounting forms.
- Coordinate with the Staffing Unit in Logistics to ensure that staff signs in, recording name, assignment, and time on duty and off duty.
- Check off staff roster. Compute number of students, staff and others on campus for Situation Analysis. Update periodically.
- Report missing persons and site damage to Command Post.
- Report first aid needs to medical team leader.
- File forms for reference.

Closing Down:

- Collect and file all paper work and documentation from deactivating sections.
- Securely package and store these documents for future use.
- Return equipment and reusable supplies to Logistics.

Documentation Unit Equipment/Supplies

- 2 way radio
- Paper, pens and pencils, file boxes, Job Description Clipboard

C.4 Situation Analysis Unit  
 Primary: Christian Gomez

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and status of resources. Maintain accurate site map. Provide ongoing analysis of situation and resource status.

Start Up Actions:

- Check in with Planning Chief for situation briefing.

- Obtain necessary equipment and supplies form Logistics.
- Put on position identifier, such as vest or hat.

Operational

Duties:

Situation Status- Map

- Collect, organize and analyze situation information.
- Mark site map appropriately as related reports are received. This includes but is not limited to Search and Rescue reports and damage updates, giving a concise picture status of campus.
- Preserve map as a legal document until photographed.
- Use area wide map to record information on major incidents, road closures, and utility outages. Can use by staff for planning routes away form campus.

Situation Analysis:

- Provide current situation assessments based on analysis if information received.
- Develop situation reports for the Command Post to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- Report only to Command Post Personnel. Refer all other requests to Public Information Officer.

Closing Down:

- Close out all logs and turn into Documentation.
- Return equipment and reusable supplies to Logistics.

Situation Analysis Unit Equipment/Supplies

- 2 way radio
- Paper and pens, pencils, dry erase board and pens, tissues
- File boxes
- Job Description clipboard
- Large site map of campus laminated or covered with Plexiglas.

LOGISTICS

SECTION

D.1

LOGISTICS

SECTION

CHIEF

Primary:

Graciela

Alvarez

Secondary:

Bridgette

Brown

The Logistics Section is responsible for providing facilities, services, personnel, equipment, materials and forms in support of the incident. The section set ups and maintains an Incident Check-In Roster. The Section is made up of the following units: Supplies/Facilities, Staffing and Communications.

Start up Actions:

- Check in with Incident Commander for situation briefing.
- Obtain on site supplies and open facilities.
- Put on position identifier, such as vest or hat.
- Assume lead of all Logistics positions until staffed.
- Activate Team leaders.
- Begin distribution of supplies and equipment as needed.

Operational Duties:

- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Ensure that the Incident Command Post and other facilities are properly set up.
- Coordinate supplies, equipment and personnel needs with the Incident Commander.
- Maintain security of stored supplies and equipment.
- Oversee distribution of supplies and equipment where and as needed.

Closing Down:

- At the Incident Commander’s direction, deactivate the section and close out all logs.
- Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.

Logistics Section Chief Equipment/ Supplies

- 2-way radio
- Job Description clipboard
- Paper, pens and paper
- Cargo container or other storage area with emergency supplies stored on campus.

D.2	Supplies/Facilities	Unit
	Primary: Jerry	Johnson

This unit is responsible for providing facilities, equipment, supplies and materials in support of the incident.

Start Up Action:

- Check in with Logistics chief for situation briefing.
- Open supplies container or other storage area if necessary.
- Put on position identifier, such as vest or hat.
- Begin distribution of supplies and equipment as needed.
- Set up the Command Post.

Operational Duties:

- Maintain security of supplies and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating appropriate supplies and equipment.
- Set up Staging Area, Sanitation Area, Feeding Area and other facilities as needed.

Closing Down:

- At the Logistic Chief’s direction, receive all equipment and unused supplies as they are returned.
- Secure all equipment and supplies.

Supplies/ Facilities Unit Equipment/ Supplies

- 2 way radio
- Job Description clipboard
- Paper, pens and paper
- Cargo container or other storage area with emergency supplies stored on campus

D.3	Staffing	Unit
	Primary: Frank	Williams

This unit is responsible for coordinating the check in and assignment of personnel (staff, students, incident volunteers) in support of the incident.

Start Up Actions:

- Check in with Logistics Chief for situation briefing.
- Put on position identifier, such as vest, if available.
- Establish a check in location to insure that all personnel working on the incident are accounted for.
- Post signs so that staff can easily find incident check in location.

Operational duties:

- Open three logs to list staff, volunteers and students who are awaiting assignment.

- Ensure that staff sign in, recording name, assignment, and time on duty and off duty. Make photocopies for the Documentation Unit in the Planning Section.
- Deploy personnel as requested by the Incident Commander.
- Sing in volunteers, making sure that volunteers are wearing ID badges and are on the site disaster list. Unregistered volunteers need to be registered.

Closing Down:

- Ask volunteers to sign out.
- At the Logistic Chief’s direction, close out all logs and turn them into Documentation Unit.
- Return all equipment and supplies.

Staffing Unit Equipment/ Supplies

- 2 way radio
- Job Description clipboard
- Paper, pens and paper
- Cargo container or other storage area with emergency supplies stored on campus

D.4	Communications	Unit
Primary:	Lisa	Bianchi

This unit is responsible for establishing, coordinating and directing verbal and written communications within the school disaster site and with the School District. If the School District cannot be contacted, communications may be made with outside agencies when necessary.

Personnel: School staff member with two-way radio, supported by student or disaster volunteer runners, and if available, a Disaster volunteer who is a qualified amateur radio operator.

Start Up Actions:

- Set up Communications station in a quiet location with access to the Command Post.
- Turn on radios and advise Command Post when ready to accept radio traffic.

Operational Duties:

- Coordinate all communications between site, XXX School District and local Emergency Operations Center.
- Use runners to deliver messages to the Incident Commander with copies to the Planning Section Chief.
- Maintain Communications log: Date/ Time/ Originator/ Recipient.
- Monitor AM/FM radio stations and local TV for local emergency news.
- Direct the media or the public to the Public Information Officer.

Closing Down:

- Close out all logs, message forms, etc. and turn them over to Documentation.
- Return all equipment and unused supplies to Logistics.

Communications Unit Equipment/ Supplies

- 2 way radios with spare batteries for each
- Job description clipboard
- Paper, pens and pencils
- Table and chairs
- AM/FM Radio and television if possible
- File boxes
- Tote tray for outgoing messages
- Activity Log

D.5	Transportation	Unit
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Primary:

Luis

Ramirez

The Transportation Unit is responsible for implementing the transportation plan during school emergencies. Part of those responsibilities include assessing the need for buses and trucks for the ferrying of students, staff and/or supplies and directing vehicles to where they are needed.

Start Up Actions:

- Attend a briefing with the Logistics Section Chief and the Supplies and Staffing Team Leader.
- Open and maintain position activity log.
- Gather all supplies and personal safety gear.

Operational Duties:

- Implement various components of the transportation plan.
- Direct the use of vehicles on campus.
- Stay in contact with Section Chief about the needs of other sections.

Closing Down:

- Release staff and volunteers per direction of Incident Commander.
- Arrange for return of vehicles to vendors.
- Make sure all equipment and reusable supplies are safely and securely stored.
- Close out all logs, messages forms, etc and turn them over to Documentation.
- Return all equipment and unused supplies to Logistics.

Transportation Unit Equipment/ Supplies

- 2 way radios with spare batteries for each
- Job description clipboard
- Paper, pens and pencils
- Table and chairs
- AM/FM Radio and television if possible
- File boxes
- Tote tray for outgoing messages
- Activity Log

FINANCE/ADMINISTRATION

SECTION

E.1

FINANCE/ADMINISTRATION

SECTION

CHIEF

Primary:

Matt

Brown

The Finance/Administration Section is responsible for financial tracking, procurement and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start Up Actions:

- Check in with Incident Commander for situation briefing.
- Put on position identifier, such as vest or hat.
- Locate and set up workspace.
- Check in with the Documentation Clerk to collect records and information, which relate to personnel time keeping and/or purchasing.

Operational Duties:

- Assume all duties of the Recordkeeping Unit until staff is available and assigned.
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Document all expenses for possible future reimbursement.

Closing Down:

- At the Incident Commander’s direction, deactivate the section and close out all logs.

- Verify that closing tasks of all Finance/Administration positions have been accomplished. Secure all documents and records.

Finance/Administration Equipment/ Supplies

- Job Description clipboard
- Paper, Pens and Pencils
- Activity Log

E.2 Record keeping Unit

Primary: Shawwna Lawson

The Record keeping Unit is responsible for ensuring that records for personnel costs, volunteers, payroll, purchasing materials and supplies, insurance claims and cost recovery are maintained during campus emergencies.

Start Up Actions:

- Attend a briefing with Finance/Administration Section Chief.
- Locate all supplies.
- Activate personnel and make appropriate assignments.

Operational Duties:

- Monitor the tracking of staff and volunteer hours.
- Monitor the tracking of response-related requests and purchases.
- Facilitate the processing of purchase requests from Logistics Section Chief.

Closing Down:

- Release staff and volunteers per direction of Section Chief.
- Make sure all equipment and unused supplies are returned to Logistics.
- Complete/close-out all logs and turn them over Documentation Team.

Recordkeeping Unit Equipment/ Supplies

- Job Description clipboard
- Paper, Pens and Pencils
- Activity Log

9.TEACH DISTRICT EMERGENCY RESPONSE PROCEDURES

- Local Emergency and Agency Phone Numbers
- Overview of Emergency Procedures
- Initial Response to Emergencies
- Duck and Cover
- Shelter In-Place
- Lock Down
- Building Evacuation
- Off- Site Evacuation
- All-Clear
- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- Bus Disaster
- Disorderly Conduct
- Earthquake

- Explosion
- Fire
- Fire on School Grounds
- Flooding
- Incapacitated Staff Member
- Loss of Utilities
- Motor Vehicle Crash
- Psychological Trauma
- Suspected Contamination of Food and/ or Water
- Unlawful Walkout/Demonstration
- Windstorm
- First Aid Guidelines

Each procedure is described in detail and utilizes the school emergency management team for emergency procedures. Not every position may need to be activated on every incident. Each incident needs to be evaluated individually with appropriate response initiated depending on the complexity.

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures, and should consider modifications as necessary to assure the health and safety of all personnel during an emergency.

### **Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

### **Planning & Intelligence**

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

### **Operations**

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

### **Logistics**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

### **Finance & Administration**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

## **Emergency Response Guidelines**

### **Step One: Identify the Type of Emergency**

Assess the situation carefully yet quickly. Is there immediate danger to staff or students? Is the danger within the building or outside the building? What is the magnitude of the event?

### **Step Two: Identify the Level of Emergency**

What is the magnitude of the event? Is it life threatening? What needs to be done immediately to protect safety while further information is gathered?

### **Step Three: Determine the Immediate Response Action**

Do not delay in calling 911 and the District Office. It is better to have emergency responders arrive and not be needed than to delay calling them and risk injury or harm.

### **Step Four: Communicate the Appropriate Response Action**

Communicate clearly to staff and students what they should do immediately. Activate the emergency response team at the school as needed.



## Types of Emergencies & Specific Procedures

### Aircraft Crash

#### AIRCRAFT CRASH

Address situations involving and Aircraft Crash on or in proximity to school property.

#### Procedure

1. Call 911. School Administrator initiates appropriate immediate Response Action.
2. If school Administrator issues Evacuate Building action, staff and students evacuate buildings by prescribed routes or other safe routes to assembly/shelter area.
3. Teachers bring their student roster and take attendance at assembly/shelter site to account for students. Student Care Team notified of any missing students.
4. School Administrator calls District.
5. If on school property, Site Security secures crash area to prevent unauthorized access. For fuel or chemical spill on school property or utility interruption see appropriate section of Emergency Response Guide.
6. School Administrator directs Site Security Team to organize fire suppression activities until Fire Department arrives.
7. Medical Team checks injuries and provides appropriate first aid.
8. Any affected areas closed until appropriate public safety and hazardous materials agency provide clearance and School Administrator issues authorization to do so.
9. If it is unsafe to remain on campus, School Administrator initiates Off-Site Evacuation.

### Animal Disturbance

#### ANIMAL DISTURBANCE

Procedure implemented when presence of a vicious animal or any wild animal threatens safety of students and staff.

#### Procedure:

1. School Administrator initiates appropriate Immediate Response Actions, which may include Lock Down or Evacuate Building.
2. Staff members attempt to isolate animal from students and staff, if it is safe to do so. If animal is outside, students are kept inside. If animal is inside, students remain outside away from animal. Isolate animal if possible.
3. For outside assistance, School Administrator is to call 911. If the situation is not life threatening, you can call the following appropriate number:
4. If staff member or student is injured, School/District Nurse, District Office and parent is notified.
5. School Administrator initiates Off-Site Evacuation if warranted.

### Armed Assault on Campus

#### ARMED ASSAULT ON CAMPUS

Armed Assault on Campus involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Guns, knives or other harmful devices may be involved.

#### Procedure:

1. Upon first indication or armed assault, school personnel immediately call 911. Police is notified via radio or cell phone.
2. School Administrator is notified. School Administrator assures or designates a person to remain online with Police/Sheriff if safe to do so.
3. If suspect is seen, do not engage. This could generate a hostage situation. Give 911 operator a detailed description of suspect(s). If suspect is outside, try to keep suspect outside.
4. School Administrator initiates Lock Down Procedures.
5. Staff keeps everyone in an area under cover and as concealed as possible. Stay behind solid walls and doors; keep away from windows.
6. If students are in class at time of Lock Down, staff will:
  - Explain that there is an emergency.
  - Lock all classroom doors.

- Have students lie on floor, behind or underneath solid objects.
  - Close blinds stay away from windows.
  - Control all cell phone activity.
  - Remain in classroom until personally advised to move by administration or law enforcement.
7. If students are not in class at time of Lock Down, staff will:
- Move students to nearest available safe building, without drawing attention to self or students. If doors are locked, continue to look for a safe area.
  - Once inside, lock doors if possible; if lock is on outside of door, attempt secure door from inside.
  - Follow remaining steps in item 6 above.
8. Staff takes steps to calm and control students, and if safe to do so, attempt to maintain separation between students and suspect(s).
9. Maintain order in all areas of assembly or shelter, await arrival of law enforcement. Be prepared for lengthy stay.
10. All Clear signal will be made by personal notification only, after consultation with Law Enforcement Administrative Personnel on scene.
11. Staff is not to act upon bells or PA messages without this Personal Notification.

### **Biological or Chemical Release**

#### **BIOLOGICAL OR CHEMICAL RELEASE**

A biological or Chemical Release involves discharge of a biological or chemical substance in a solid, liquid or gaseous state. The release of radioactive materials may happen. Common chemical threats within or adjacent to schools include discharge of acid in a school laboratory, overturned truck of hazardous materials in proximity of the school, or a nearby explosion at oil refinery, chemical plant or railroad yard.

Indicators suggesting the release of a biological or chemical substance: multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include an unusual odor or the presence of distressed animals or dead birds.

#### **Scenario 1- Substance Released Inside a Room or Building**

##### **Procedure**

1. School Administrator initiates Evacuate Building. Staff uses designated routes or other alternative safe routes to assigned assembly/shelter site, located upwind of affected room or building.
2. School Administrator call 911, providing exact location and nature of emergency.
3. School Administrator notifies District of situation.
4. Access to potentially contaminated areas is restricted.
5. Site Security Teams turns off local fans in area of release, closes windows and doors and shuts down the building's air system, if this can be done without exposure to released substance.
6. Persons who have come into direct contact with hazardous substances move to an area with fresh, clean air and wash with soap and water. Immediately remove and contain contaminated clothing. Do not use bleach or other disinfectants on potentially exposed skin. Individuals who have been contaminated "tropically" by a liquid are segregated from unaffected individuals (isolation does not apply to widespread airborne releases). Affected individuals remain isolated until cleared for by release by XXX County HazMat Interagency Team or XXX County Health Department. A member of Medical Team assesses need for medical attention, but should not come in contact with exposed persons unless fully protected with personal protective equipment.
7. Student Care Team provides a list of all people in affected room or contaminated area, specifying those who may have had actual contact with substance.
8. Any affected areas will not be reopened until XXX County HazMat Interagency Team or appropriate agency provides clearance and School Administrator gives authorization to do so.

#### **Scenario 2- Substance Released Outdoors and Localized**

##### **Procedure**

1. School Administrator determines appropriate immediate Response Action, which may include Shelter-In-Place or Evacuate Building while directing staff to remove students from affected areas to area upwind from the release.
2. Site Security Team establishes safe perimeter around affected area and ensures personnel do not reenter area.
3. School Administrator calls "911," providing exact location and nature of emergency.

4. School Administrator notifies District of situation.

A District Representative shall immediately notify the State Office of Emergency Services, (800) 852-7550 and advise of the situation.

5. Site Security Teams turns off local fans in area of release, closes windows and doors and shuts down the building's air system, if this can be done without exposure to released substance.

6. Persons who have come into direct contact with hazardous substances move to an area with fresh, clean air and wash with soap and water. Immediately remove and contain contaminated clothing. Do not use bleach or other disinfectants on potentially exposed skin. Individuals who have been contaminated "tropically" by a liquid are segregated from unaffected individuals (isolation does not apply to widespread airborne releases).

Affected individuals remain isolated until cleared for by release by XXX County HazMat Interagency Team or XXX County Health Department. A member of Medical Team assesses need for medical attention, but should not come in contact with exposed persons unless fully protected with personal protective equipment.

7. Student Care Team provides list of all people in areas of contamination, especially those who may have had actual contact with substance.

8. Any affected areas will not be reopened until XXX County Interagency HazMat Team or appropriate agency provides clearance and School Administrator gives authorization to do so.

### Scenario 3: Substance Released In Surrounding Community

#### Procedure

1. School Administrator or local authorities determine potentially toxic substance has been released into the atmosphere. School Administrator initiates Shelter-In-Place.

2. Upon receiving Shelter-In-Place, notification, Site Security Team turns off local fans in area; closes and locks doors and windows; shuts down all building's air conditioning systems; seals gap under doors and windows with wet towels and/or duct tape; seals vents with aluminum foil or plastic wrap, and turns off sources of ignition, such as pilot lights.

3. Staff and students located outdoors are directed to proceed immediately to nearby classrooms or buildings. Teachers communicate their locations to School Administrator, using the PA system or other means without leaving the building.

4. School Administrator "calls 911", providing exact location and nature of emergency.

5. School Administration notifies District Office of situation.

### **Bomb Threat/ Threat Of violence**

#### BOMB THREAT

Responses to Bomb Threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that present risk of an explosion.

#### Procedure

1. If threat is received by telephone, person receiving the call attempts to keep the caller on the telephone as long as possible and alerts someone else to contact School Administrator, Police Department and District Pupil Personnel Services.

2. The person receiving the call is to stay calm and speak calmly. Listen closely to voice of caller to determine caller's age, sex, accent, speech impediment etc. Listen for background noise such as payphone, school yard, busy traffic, railroad cars, PA systems etc.

3. Person answering the bomb threat asks the following questions, records the answers, and then immediately notifies School Administrator and/or School Police Officer:

- When is the bomb going to explode?
- Where is it?
- What will cause it to explode?
- What kind of bomb is it?
- What's your name?
- Why are you doing this?
- What can we do for you to avoid this?
- Can I call you back? Give me your number.

4. Advise District Office of Pupil Personnel
5. Depending on the seriousness of the threat, make a decision whether or not to evacuate.
6. With Administration, Police Officers and Security Teams and other appropriate staff conduct a search of the school. If a strange or suspicious object is discovered, it is NOT to be touched, handled or moved by searching personnel. Notify jurisdictional law enforcement agency of situation by "calling 911."
7. Have appropriate staff contain area, keeping everyone away. Have other search teams continue to search until all areas of the campus and buildings have been completely searched (possibility of secondary device or object could have been planted). All Cell Phones should be turned off and not used.
8. After search, School Administrator determines appropriate Immediate Response Action(s), which may include DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING OR OFF-SITE EVACUATION.
9. When suspicious object or bomb is found, School Administrator issues Evacuate Building Action. Staff and students evacuate building using prescribed routes or alternate safe routes away from object to assembly/shelter site.
10. Teachers bring student roster and take attendance at assembly area to account for students. Teachers notify Student Care Team of missing students.
11. School activities are not resumed until affected area and school has been inspected and searched by proper authorities and determined to be safe. School Administrator will make All Clear Announcement.

### **Bus Disaster**

Communicate with District.  
Contact all parents of students.

### **Disorderly Conduct**

#### **DISORDERLY CONDUCT (INDIVIDUAL)**

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If perpetrator is armed, refer to Armed Assault on Campus Procedures.

#### **Procedure**

1. Upon witnessing Disorderly Conduct, staff takes steps to calm and control situation and attempt to isolate perpetrator from other students and staff, if it is safe to do so.
2. School staff calls 911, TPS School District Office of Pupil Personnel and Police Department.
3. School Administrator and/or Police Officer assesses situation and calls TPS School District Pupil Personnel/Police Department for additional officers to respond. Continued assessment is necessary for deployment of additional officers to respond and assist from other agencies. District personnel and/or officers on scene "calls 911."
4. If immediate threat is not clearly evident, School Administrator and/or Police Officer may attempt to diffuse situation. Approach perpetrator in calm, non-confrontational manner and request he/she cooperate and try to talk. For safety, the perpetrator may be detained and handcuffed for their safety and safety of others.
5. If perpetrator is a student, an attempt is made to notify the family. (Family members may have information and provide information on handling the student.)
6. School Administrator notifies District Office of situation.

#### **DISORDERLY CONDUCT/RIOT (GROUPS)**

Disorderly Conduct or Riot is large gathering of students who become out of control and participate in violent or non-violent activities. Keeping majority of students not involved in this type of illegal activity isolated and away from activity is imperative in bringing these actions under control.

#### **Procedure**

1. Upon witnessing Disorderly Conduct of this nature, staff takes steps to calm and control situation and attempt to isolate those involved from each other.
2. Other staff attempts to calm and control other students not involved and get them on their way to class or off campus if incident is after school. While doing this, attempt to locate and identify witnesses who may provide information for School Administrators and/or Police.
3. Staff immediately notifies School Administrator and/or Police Officer via two-way radio.

4. School Administrator and/or School Police Officer assesses situation and calls TPS School District Pupil Personnel/Police Department for additional officers to respond. Continued assessment is necessary for deployment of additional officers to respond and assist from other agencies. District personnel and/or officers on scene "calls 911."
5. School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation.
6. Secure all gates and entrances to the campus.
7. Only authorized personnel are to be allowed in or out of the site.
8. Sign-in and Sign-out all authorized visitors noting date and time, telephone number and reason for visit.
9. During passing periods, All Staff should be on campus supervising, while teachers stand at the doorways to their classrooms watching and supervising students.
10. Staff is to report any suspicious activity, break up groups of students loitering and listen for any rumors or reports of possible ongoing activity by students. Maximum supervision by staff is recommended during student lunch periods.
11. School Site Parent Groups may be contacted to assist with supervision and help monitor activity.
12. Notify appropriate District Personnel for assistance as needed.

## **Earthquake**

### **EARTHQUAKE**

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings and injuries. Even a mild tremor can create a potentially hazardous situation. The following procedures should be implemented in response to all earthquakes, regardless of magnitude.

Procedure:

Note: Keep calm and remain where you are. Assess situation, then act. Remember, most injuries or deaths are direct cause of falling or flying debris.

1. Upon first indication of an earthquake, teachers direct students to Duck and Cover.
2. Move away from windows and overhead hazards to avoid glass and falling objects
3. When shaking stops, School Administrator initiates Evacuate Building. Staff and students evacuate buildings using prescribed routes or other safe routes to assembly/shelter site.
4. Teachers bring their student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
5. If injury or damage is suspected, School Administrator "calls 911."
6. School Administrator contacts District Office
7. Site Security Team attempts to suppress fires with extinguishers.
8. Site Security Team notifies school personnel of fallen electrical wires.
9. Site Security Team turns checks for gas main leaks and water leaks and notifies plant supervisor of situation.
10. Site Security Team is directed to stand post in areas of building to keep people from entering.
11. Site Security Team Leader notifies plant supervisor to contact appropriate utility companies of any damages to water lines, sewers, power lines and other utilities.
12. Medical Team checks for injuries and provides appropriate first aid.
13. If area appears safe, Search and Rescue Team makes initial inspection of school buildings to identify any injured or trapped students or staff.
14. School Administrator stays in contact with District Personnel.
15. School Administrator confers with TPS School District Director of Facilities and Director of Maintenance and/or Designees to ensure buildings are safe for re-occupancy. When safe to do so, Site Security Team conducts inspection of school buildings. Site Security Team maintains a log of their findings, by building and provides periodic report to Incident Commander.
16. Any affected areas are not reopened until Local District Facilities Director provides clearance and School Administrator gives authorization to do so.
17. School Administrator initiates Off- Site Evacuation if warranted.

## **Explosion or Risk Of Explosion**

### **EXPLOSION/ RISK OF EXPLOSION**

Scenario 1: Explosion on School Property

#### Procedure

1. In event of explosion, all persons initiate Duck and Cover
2. School Administrator and/or School Police Officer consider possibility of another imminent explosion and takes appropriate action.
3. After explosion, School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In- Place, Evacuate Building, or Off-Site Evacuation. Evacuation may be warranted in some buildings and other buildings may be used for shelter.
4. In event of evacuation, staff and students use prescribed routes or other safe routes and proceed to assembly/shelter site.
5. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
6. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
7. Site Security Team and/or Plant Supervisor turns off school's main gas supply.
8. Medical Team, when safe, checks for injuries and provides appropriate first aid.
9. Staff attempts to suppress fires with fire extinguishers.
10. Site Security Team Leader notifies appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
11. Site Security Team Leader posts guards safe distance away from building entrance preventing persons entering school buildings, considering possible secondary explosion sites.
12. When determined by emergency response officials to be safe to enter affected areas, School Administrator advises Search and Rescue Team to initiate search and rescue efforts.
13. School Administrator confers with TPS School District Director of Facilities and Director of Maintenance and/or Designees to ensure buildings are safe for re-occupancy. When safe to do so, Site Security Team conducts inspection of school buildings. Site Security Team maintains a log of their findings, by building and provides periodic report to Incident Commander.
14. Any areas affected by explosion are not reopened until appropriate agency provides clearance and School Administrator gives authorization.
15. School Administrator initiates Off- Site Evacuation if warranted.

#### Scenario 2: Risk of Explosion on School Property

##### Procedure

1. School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In- Place, Evacuate Building, or Off-Site Evacuation.
2. If School Administrator issues Evacuate Building Action, staff and students evacuate building using prescribed routes or other safe routes to assembly/shelter site.
3. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
4. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
5. Site Security Team and/or Plant Supervisor turns off school's main gas supply.
6. Staff attempts to suppress fires with fire extinguishers.
7. School Administrator advises Search and Rescue Team to initiate search and rescue efforts if warranted.
8. Site Security Team Leader notifies appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
9. Any areas affected by explosion are not reopened until appropriate agency provides clearance and School Administrator gives authorization.
10. School Administrator initiates Off- Site Evacuation if warranted.

#### Scenario 3: Explosion or Risk of Explosion in Surrounding Area

##### Procedure

1. School Administrator initiates Shelter-In-Place.
2. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
3. School Administrator takes further actions as needed.
4. School Remains in Shelter-In-Place condition until appropriate agency gives clearance that situation is under control. Upon receiving clearance, School Administrator gives All- Clear Announcement.

#### Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

##### Procedure

1. School Administrator initiates Shelter-In-Place.
2. When sheltering, personnel establish adequate barriers or shielding (concrete walls, metal doors etc.) between themselves and source of blast or explosion and avoids sheltering near exterior windows.
3. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
4. After initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid and relocate students from upper floors if possible.
5. Site Security Team/Plant Supervisor turns off schools main gas supply, local fans in area; closes and locks doors and windows; shuts down all building's air conditioning systems; seal gaps under doors and windows with wet towels or duct tape.
6. School remains in Shelter-In-Place condition until County of Los Angeles HazMat Team or appropriate agency provides clearance and School Administrator issues further instructions.

### **Fire in Surrounding Area**

#### **FIRE ON SCHOOL GROUNDS**

Procedure addresses situations where fire is discovered on school grounds. A quick response situation is very important to prevent injuries and property damage.

#### **Procedure**

1. Upon discovery of fire, signal fire alarm and teachers and staff direct all students out of building and area in a calm and orderly manner.
2. School Administrator immediately initiates Evacuate Building. Staff and students evacuate using prescribed routes or other safe routes to assembly/shelter site.
3. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
4. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
5. Site Security Team suppresses fires and initiates rescue procedures until local fire department arrives.
6. Site Security Team secures area to prevent unauthorized entry and keeps access roads and gates clear for emergency vehicles.
7. Site Security Team Leader directs fire department to fire and briefs department official on situation.
8. Site Security Team/Plant Supervisor notifies Maintenance and Operations Director or Designee of situation and also informs to contact any affected utility companies to respond.
9. If needed, Director of Transportation or Designee is notified for buses to evacuate students and staff if warranted.
10. Any affected areas are not reopened until local fire department or appropriate agency provides clearance and School Administration.
11. All fires, regardless of size, which are extinguished by school personnel, require a contact to fire department to indicate "fire is out" and to request fire department to respond for investigation and confirm.

#### **FIRE IN SURROUNDING AREA**

Procedure addresses fire discovered in area adjoining school. The initiated response actions take into consideration location and size of fire, its proximity to school and likelihood that fire may affect school.

#### **Procedure**

1. School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation.
2. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
3. School Administration instructs Site Security Team to prevent students from approaching fire and keep routes open for emergency vehicles.
4. Agency Liaison works with fire department to determine if school grounds are threatened by fire, smoke, or other hazardous conditions.
5. If School Administrator issues Evacuate Building, staff and students evacuate affected building(s) using prescribed routes or other safe routes to assembly/shelter site.
6. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
7. If needed, Director of Transportation is notified for request of buses for student and staff evacuation.
9. School Administrator initiates Off- Site Evacuation if warranted.

**Fire on School Grounds****FIRE ON SCHOOL GROUNDS**

Procedure addresses situations where fire is discovered on school grounds. A quick response situation is very important to prevent injuries and property damage.

**Procedure**

1. Upon discovery of fire, signal fire alarm and teachers and staff direct all students out of building and area in a calm and orderly manner.
2. School Administrator immediately initiates Evacuate Building. Staff and students evacuate using prescribed routes or other safe routes to assembly/shelter site.
3. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
4. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
5. Site Security Team suppresses fires and initiates rescue procedures until local fire department arrives.
6. Site Security Team secures area to prevent unauthorized entry and keeps access roads and gates clear for emergency vehicles.
7. Site Security Team Leader directs fire department to fire and briefs department official on situation.
8. Site Security Team/Plant Supervisor notifies Maintenance and Operations Director or Designee of situation and also informs to contact any affected utility companies to respond.
9. If needed, Director of Transportation or Designee is notified for buses to evacuate students and staff if warranted.
10. Any affected areas are not reopened until local fire department or appropriate agency provides clearance and School Administration.
11. All fires, regardless of size, which are extinguished by school personnel, require a contact to fire department to indicate "fire is out" and to request fire department to respond for investigation and confirm.

**FIRE IN SURROUNDING AREA**

Procedure addresses fire discovered in area adjoining school. The initiated response actions take into consideration location and size of fire, its proximity to school and likelihood that fire may affect school.

**Procedure**

1. School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation.
2. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
3. School Administration instructs Site Security Team to prevent students from approaching fire and keep routes open for emergency vehicles.
4. Agency Liaison works with fire department to determine if school grounds are threatened by fire, smoke, or other hazardous conditions.
5. If School Administrator issues Evacuate Building, staff and students evacuate affected building(s) using prescribed routes or other safe routes to assembly/shelter site.
6. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
7. If needed, Director of Transportation is notified for request of buses for student and staff evacuation.
9. School Administrator initiates Off- Site Evacuation if warranted.

Share this guidance with staff: Fire Evacuation (Fire on or directly threatening campus)

**What to do during a fire:**

- 1) You may or may NOT hear a bell.
- 2) You may hear an announcement saying, "This is a fire (drill), please evacuate the building."
- 3) Teacher will line students up, get student rosters, and radio.
- 4) Teacher will evacuate his/her class as quickly and as orderly as possible.
- 5) Teacher will check to see that everyone has exited the classroom.
- 6) Teacher will close the door to prevent the spread of smoke or fire.
- 7) Classroom door should be left unlocked for the fire department to be able to enter if necessary.
- 8) Students will walk quietly in a single file to the assembly area, with the teacher at the rear of the line. When the teacher walks at the rear of the line the line leader should know where to stop to keep the class together.
- 9) Teacher will assemble his/her class AWAY from the burning structure and smoke. (See assigned line up areas).
- 10) Teachers should listen to the radio for more directions.
- 11) Teacher takes and reports attendance.



- 12) Teacher supervises his/her students and keeps them quiet while the admin accounts for all students, staff, and others.
- 13) All staff (teachers, custodians, office techs, and aides) without a class are to report to the administrator and may be assigned a role.
- 13) Wait for the "All Clear" announcement or other signal, and then return quietly to classrooms in orderly lines.

## **Flooding**

### **FLOODING**

Procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or failure of a man-made dam.

#### **Procedure**

1. School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation.
2. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
3. If School Administrator issues Evacuate Building or Off-Site Evacuation, staff and students evacuate affected building(s) using prescribed routes or other safe routes to assembly/shelter site.
4. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
5. Switch all passing bells to manual operation.
6. Contact appropriate TPS School District Departments as needed:

## **Loss or Failure Of Utilities**

### **LOSS OR FAILURE OF UTILITIES**

Procedure addresses situations involving loss of water, power or other utility on school grounds. Should also be used in event of discovery of gas leak, exposed electrical line, or break in sewer lines.

#### **Procedure**

1. If water or electrical line is broken, efforts are made to turn off water or power to affected area and to notify School Administrator and Site Plant Supervisor immediately.
2. Upon notice of loss of utilities, School Administrator assesses situation and determines if appropriate Immediate Response Actions, which may include Shelter-In-Place or Evacuate Building, are to be initiated.
3. School Administrator or Designee (Site Plant Supervisor) notifies TPS School District Maintenance and Operations Administrators and informs them of situation which includes location and nature of situation/emergency. Additional appropriate personnel are notified at discretion of School Administrator.
4. Maintenance Personnel, working with School Administration, contact affected utility company to determine whether their assistance is required and determine potential length of time service will be interrupted.
5. School Administrator along with appropriate personnel, make decision whether to postpone remaining school day and arrange for early student dismissal.
6. Public Information Officer arranges for media announcements regarding situation.

## **Motor Vehicle Crash**

### **LOSS OR FAILURE OF UTILITIES**

Procedure addresses situations involving loss of water, power or other utility on school grounds. Should also be used in event of discovery of gas leak, exposed electrical line, or break in sewer lines.

#### **Procedure**

1. If water or electrical line is broken, efforts are made to turn off water or power to affected area and to notify School Administrator and Site Plant Supervisor immediately.

2. Upon notice of loss of utilities, School Administrator assesses situation and determines if appropriate Immediate Response Actions, which may include Shelter-In-Place or Evacuate Building, are to be initiated.
3. School Administrator or Designee (Site Plant Supervisor) notifies TPS School District Maintenance and Operations Administrators and informs them of situation which includes location and nature of situation/emergency. Additional appropriate personnel are notified at discretion of School Administrator.
4. Maintenance Personnel, working with School Administration, contact affected utility company to determine whether their assistance is required and determine potential length of time service will be interrupted.  
Important Utility Service Phone Numbers:
5. School Administrator along with appropriate personnel, make decision whether to postpone remaining school day and arrange for early student dismissal.
6. Public Information Officer arranges for media announcements regarding situation.

## **Pandemic**

Follow CDC and State Health Recommendations

## **Psychological Trauma**

### PSYCHOLOGICAL TRAUMA/ AFTERMATH COUNSELING

Crisis Management Actions are to be taken during and subsequent to any emergency that may have psychological impact on students and staff, such as act of violence; death of a student or staff member; earthquake or other natural disaster; serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from community and news media.

As a result of such emergencies, students and staff may exhibit variety of psychological reactions. As soon as physical safety of those involved has been insured, attention must turn to meeting emotional and psychological needs of students and staff.

### Procedure

1. School Administrator establishes Medical Team, which has primary responsibility for providing necessary assistance after all types of crisis, including psychological first aid.
2. Medical Team assesses range of crisis intervention services needed during and following the emergency.
3. Medical Team provides for or arranges for direct intervention services.
4. If there is need for additional counseling services, School Administrator notifies District Superintendent or Designee.
5. Medical Team advises and assists School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, Medical Team members provide ongoing assessment of needs and follow-up services as required.

## **Suspected Contamination of Food or Water**

### SUSPECTED CONTAMINATION OF FOOD OR WATER

Procedure followed if site personnel report suspected contamination of food or water. Procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

### Procedure

1. School Administrator and, Cafeteria Supervisor or Plant Supervisor isolates suspected contaminated food/water to prevent consumption and restricts access.
2. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
3. County and State of California notification protocols are followed at this time.
4. School Administrator provides list of all potentially affected students and staff.
5. Medical Team and Responding Emergency Personnel assess need for medical attention and provide first aid as appropriate

6. School Administrator maintains a log of affected students and staff and symptoms; food/water suspected to be contaminated, quantity and character of products consumed and other pertinent information.
7. School Administrator confers with all appropriate agencies before resumption of normal operations.
8. School Administrator notifies parents of incident, as appropriate.

### **Tactical Responses to Criminal Incidents**

Notify appropriate District Personnel for assistance as needed.

Communicate with Law enforcement

Follow orders given by law enforcement

### **Unlawful Demonstration or Walkout**

#### **UNLAWFUL DEMONSTRATION/ WALKOUT**

An Unlawful demonstration/ walkout is any unauthorized assemblage on or off campus by staff or students for purpose of protest or demonstration.

Procedure

1. Upon indication that unlawful demonstration or walkout is about to begin, personnel immediately notify School Administrator.
2. School Administrator assesses situation and initiates appropriate Immediate Response Actions, which may include Shelter-In-Place.
3. School Administrator notifies TPS School District Pupil Personnel/Police Department
4. Student Release Team immediately proceeds to control student ingress and egress. Each person entering or leaving campus is required to sign his/her name and record other pertinent information.
5. If students leave campus, School Police along with School Administrators and allied law enforcement agencies will accompany them. All attempts will be made to guide and control actions of students while off-site.
6. Students not participating in demonstration or walkout are kept within their classrooms until further notice by School Administrator. Teachers close and lock classroom doors. Students and staff are protected from flying glass in event windows are broken by closing drapes and blinds in rooms so equipped.
7. Documentation Unit staff attempt to keep accurate record of events, conversations and actions.
8. All media inquiries are referred to TPS School District Public Information Officer.
9. School Administrator proceeds in good judgment on basis of police or other legal advice, in taking action to control and resolve situation.
10. School Administrator notifies parents of incident, as appropriate.

## Emergency Evacuation Map

**Comprehensive School Safety Plan**

**2024-2025  
School Year**

**School:** TEACH Academy of Technologies

**CDS Code:** 19647330122242

**District:** TEACH Academy of Technologies / LAUSD

**Address:** 10000 S. Western Avenue, Los Angeles, CA 90047

**Date of Adoption:**

**Date of Update:**

**Date of Review:**

- with Staff
- with Law Enforcement
- with Fire Authority

**Approved by:**

Raul Carranza	CEO		

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## Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at 10000 S. Western Avenue, Los Angeles, CA 90047.

### Safety Plan Vision

TEACH Public Schools is committed to maintaining safe and secure campuses for all of its pupils and staff. To that end, this Comprehensive School Safety Plan covers TEACH's policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All school employees should receive training in the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan annually.

### CAMPUS SAFETY AND SECURITY

Each school and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe.



**Comprehensive School Safety Plan 4 of 88 2/8/23**

School seeks to create a challenging learning environment that encourages high expectations for success through development appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved on our students' learning

**Components of the Comprehensive School Safety Plan (EC 32281)****TEACH Academy of Technologies Safety Committee**

Leadership Team and Teacher

**Assessment of School Safety**

Self Monitoring Tool and Leadership Meeting

**Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)**

Safe School Planning Education Codes

200. It is the policy of the State of California to afford all persons in public schools, regardless of their 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, equal rights and opportunities in the educational institutions of the state. The purpose of this chapter is to prohibit acts that are contrary to that policy and to provide remedies therefor.

201. (a) All pupils have the right to participate fully in the educational process, free from discrimination and harassment. (b) California's public schools have an affirmative obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity.

(c) Harassment on school grounds directed at an individual on the basis of personal characteristics or status creates a hostile environment and jeopardizes equal educational opportunity as guaranteed by the California Constitution and the United States Constitution.

(d) There is an urgent need to prevent and respond to acts of hate violence and bias-related incidents that are occurring at an increasing rate in California's public schools.

(e) There is an urgent need to teach and inform pupils in the public schools about their rights, as guaranteed by the federal and state constitutions, in order to increase pupils' awareness and understanding of their rights and the rights of others, with the intention of promoting tolerance and sensitivity in public schools and in society as a means of responding to potential harassment and hate violence.

(f) It is the intent of the Legislature that each public school undertake educational activities to counter discriminatory incidents on school grounds and, within constitutional bounds, to minimize and eliminate a hostile environment on school grounds that impairs the access of pupils to equal educational opportunity.

234. (a) This article shall be known, and may be cited, as the Safe Place to Learn Act.

(b) It is the policy of the State of California to ensure that all local educational agencies continue to work to reduce discrimination, harassment, violence, intimidation, and bullying. It is further the policy of the state to improve pupil safety at schools and the connections between pupils and supportive adults, schools, and communities.

234.1. The department, pursuant to subdivision (b) of Section 64001, shall monitor adherence to the requirements of Chapter 5.3 (commencing with Section 4900) of Division 1 of Title 5 of the California Code of Regulations and this chapter as part of its regular monitoring and review of local educational agencies, commonly known as the Categorical Program Monitoring process. The department shall assess whether local educational agencies have done all of the following:

(a) Adopted a policy that prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220 of this code, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. The policy shall include a statement that the policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district. (b)

Adopted a process for receiving and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220 of this code, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. The complaint process shall include, but not be limited to, all of the following:

- (1) A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so.
- (2) A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the school district.
- (3) An appeal process afforded to the complainant should he or she disagree with the resolution of a complaint filed pursuant to this section.
- (4) All forms developed pursuant to this process shall be translated pursuant to Section 48985.
- (c) Publicized anti discrimination, anti harassment, anti-intimidation, and anti bullying policies adopted pursuant to subdivision (a), including information about the manner in which to file a complaint, to pupils, parents, employees, agents of the governing board, and the general public. The information shall be translated pursuant to Section 48985. (d) Provided, incident to the publicizing described in subdivision (c), to certificated school site employees who serve pupils in any of grades 7 to 12, inclusive, who are employed by the local educational agency, information on existing school site and community resources related to the support of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) pupils. School Site resources may include, but are not limited to, peer support or affinity clubs and organizations, safe spaces for LGBTQ pupils, counseling services, staff who have received anti bias or other training aimed at supporting these pupils or who serve as designated support to these pupils, health and other curriculum materials that are inclusive of, and relevant to, these pupils, online training developed pursuant to Section 32283.5, and other policies adopted pursuant to this article, including related complaint procedures. Community resources may include, but are not limited to, community-based organizations that provide support to LGBTQ pupils and their families, and physical and mental health providers with experience or training in treating or supporting these pupils. (e) Posted the policy established pursuant to subdivision (a) in all schools and offices, including staff lounges and pupil government meeting rooms.
- (f) Maintained documentation of complaints and their resolution for a minimum of one review cycle. (g) Ensured that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, or bullying remains confidential, as appropriate.
- (h) Identified a responsible local educational agency officer for ensuring school district or county office of education compliance with the requirements of Chapter 5.3 (commencing with Section 4900) of Division 1 of Title 5 of the California Code of Regulations and this chapter.

234.2. The department shall display current information, and periodically update information, on curricula and other resources that specifically address bias-related discrimination, harassment, intimidation, and bullying based on any of the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220 on the California Healthy Kids Resource Center Internet Web site and other appropriate department Internet Websites where information about discrimination, harassment, intimidation, and bullying is posted.

234.3. The department shall develop a model handout describing the rights and obligations set forth in Sections 200, 201, and 220 and the policies addressing bias-related discrimination, harassment, intimidation, and bullying in schools. This model handout shall be posted on appropriate department Internet Web sites.

234.5. The Superintendent shall post, and annually update, on the department's Internet Web site and provide to each school district a list of statewide resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying, and their families. The department's Internet Web site shall also include a list of statewide resources for youth who have been affected by gangs, gun violence, and psychological trauma caused by violence at home, at school, and in the community.

32280. It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs' offices, school district police or security departments, probation departments, and district attorneys' offices. For purposes of this section, a "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

32281. (a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.

(b) (1) Except as provided in subdivision (d) with regard to a small school district, the school site council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.

(2) The school site council may delegate this responsibility to a school safety planning committee made up of the following members:

(A) The principal or the principal's designee.

(B) One teacher who is a representative of the recognized certificated employee organization.

(C) One parent whose child attends the school.

(D) One classified employee who is a representative of the recognized classified employee organization.

(E) Other members, if desired.

(3) The school site council shall consult with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan.

(4) In the absence of a school site council, the members specified in paragraph (2) shall serve as the school safety planning committee.

(c) Nothing in this article shall limit or take away the authority of school boards as guaranteed under this code. (d) (1)

Subdivision (b) shall not apply to a small school district, as defined in paragraph (2), if the small school district develops a districtwide comprehensive school safety plan that is applicable to each school site.

(2) As used in this article, "small school district" means a school district that has fewer than 2,501 units of average daily attendance at the beginning of each fiscal year.

(e) (1) When a principal or his or her designee verifies through local law enforcement officials that a report has been filed of the occurrence of a violent crime on the school site of an elementary or secondary school at which he or she is the principal, the principal or the principal's designee may send to each pupil's parent or legal guardian and each school employee a written notice of the occurrence and general nature of the crime. If the principal or his or her designee chooses to send the written notice, the Legislature encourages the notice be sent no later than the end of business on the second regular work day after the verification. If, at the time of verification, local law enforcement officials determine that notification of the violent crime would hinder an ongoing investigation, the notification authorized by this subdivision shall be made within a reasonable period of time, to be determined by the local law enforcement agency and the school district. For purposes of this section, an act that is considered a "violent crime" shall meet the definition of Section 67381 and be an act for which a pupil could or would be expelled pursuant to Section 48915. (2) Nothing in this subdivision shall create any liability in a school district or its employees for complying with paragraph (1). (f) (1) Notwithstanding subdivision (b), a school district or county office of education may, in consultation with law enforcement officials, elect to not have its school site council develop and write those portions of its comprehensive school safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury at the school site. The portions of a school safety plan that include tactical responses to criminal incidents may be developed by administrators of the school district or county office of education in consultation with law enforcement officials and with a representative of an exclusive bargaining unit of employees of that school district or county office of education, if he or she chooses to participate. The school district or county office of education may elect not to disclose those portions of the comprehensive school safety plan that include tactical responses to criminal incidents.

(2) As used in this article, "tactical responses to criminal incidents" means steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators.

(3) Nothing in this subdivision precludes the governing board of a school district or county office of education from conferring in a closed session with law enforcement officials pursuant to Section 54957 of the Government Code to approve a tactical response plan developed in consultation with those officials pursuant to this subdivision. Any vote to approve the tactical response plan shall be announced in open session following the closed session.

(4) Nothing in this subdivision shall be construed to reduce or eliminate the requirements of Section 32282.

32282. (a) The comprehensive school safety plan shall include, but not be limited to, both of the following: (1) Assessing the

current status of school crime committed on school campuses and at school-related functions. (2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:

(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or

more pupils or more than one classroom. A school district or county office of education may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:

- (I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.
- (II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
- (III) Protective measures to be taken before, during, and following an earthquake.
- (IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.
- (ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.
- (C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.
- (D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.
- (E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.
- (F) The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.
- (G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.
- (H) A safe and orderly environment conducive to learning at the school.
- (I) The rules and procedures on school discipline adopted pursuant to Sections 35291 and 35291.5.
- (b) It is the intent of the Legislature that schools develop comprehensive school safety plans using existing resources, including the materials and services of the partnership, pursuant to this chapter. It is also the intent of the Legislature that schools use the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled "Safe Schools: A Planning Guide for Action" in conjunction with developing their plan for school safety.
- (c) Each school site council or school safety planning committee, in developing and updating a comprehensive school safety plan, shall, where practical, consult, cooperate, and coordinate with other school site councils or school safety planning committees. (d) The comprehensive school safety plan may be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public.
- (e) As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include policies and procedures aimed at the prevention of bullying.
- (f) The comprehensive school safety plan, as written and updated by the school site council or school safety planning committee, shall be submitted for approval pursuant to subdivision (a) of Section 32288.

32282.1. (a) As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campus, if the school district uses these people.

- (b) The guidelines developed pursuant to subdivision (a) are encouraged to include both of the following: (1) Primary strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support.
- (2) Consistent with paragraph (2) of subdivision (a) of Section 32282, protocols to address the mental health care of pupils who have witnessed a violent act at any time, including, but not limited to, any of the following:
  - (A) While on school grounds.
  - (B) While going to or coming from school.
  - (C) During a lunch period whether on or off campus.

(D) During, or while going to or coming from, a school-sponsored activity.

32282.5. (a) The department shall electronically distribute disaster preparedness educational materials and lesson plans that are currently available to school districts and county offices of education.

(b) The department shall ensure that the disaster preparedness materials are available in at least the three most dominant primary languages spoken by English learners in California, according to the language census.

(c) The department shall coordinate with the California Emergency Management Agency to make sure that all materials are reviewed and updated annually.

32283. The Department of Justice and the State Department of Education, in accordance with Section 32262, shall contract with one or more professional trainers to coordinate statewide workshops for school districts, county offices of education, and schoolsite personnel, and in particular school principals, to assist them in the development of their respective school safety and crisis response plans, and provide training in the prevention of bullying as defined in subdivision (r) of Section 48900. The Department of Justice and the State Department of Education shall work in cooperation with regard to the workshops coordinated and presented pursuant to the contracts. Implementation of this section shall be contingent upon the availability of funds in the annual Budget Act.

32284. The comprehensive school safety plan may also include, at local discretion of the governing board of the school district and using local funds, procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school. No funds received from the state may be used for this purpose.

32286. (a) Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter. A new school campus that begins offering classes to pupils after March 1, 2001, shall adopt a comprehensive school safety plan within one year of initiating operation, and shall review and update its plan by March 1, every year thereafter.

(b) Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to Sections 33126 and 35256.

32287. If the Superintendent of Public Instruction determines that there has been a willful failure to make any report required by this article, the superintendent shall do both of the following:

(a) Notify the school district or the county office of education in which the willful failure has occurred. (b) Make an assessment of not more than two thousand dollars (\$2,000) against that school district or county office of education. This may be accomplished by deducting an amount equal to the amount of the assessment from the school district's or county office of education's future apportionment.

32288. (a) In order to ensure compliance with this article, each school shall forward its comprehensive school safety plan to the school district or county office of education for approval.

(b) (1) Before adopting its comprehensive school safety plan, the school site council or school safety planning committee shall hold a public meeting at the school site in order to allow members of the public the opportunity to express an opinion about the school safety plan.

(2) The school site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:

(A) The local mayor.

(B) A representative of the local school employee organization.

(C) A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs. (D) A representative of each teacher organization at the school site.

(E) A representative of the student body government.

(F) All persons who have indicated they want to be notified.

(3) The school site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:

(A) A representative of the local churches.

(B) Local civic leaders.

(C) Local business organizations.

(c) In order to ensure compliance with this article, each school district or county office of education shall annually notify the State Department of Education by October 15 of any schools that have not complied with Section 32281.

32289. A complaint of noncompliance with the school safety planning requirements of Title IV of the federal No Child Left Behind

Act of 2001, 20 U.S.C. Sec. 7114(d)(7), may be filed with the department under the Uniform Complaint Procedures as set forth in Chapter 5.1 (commencing with Section 4600) of Title 5 of the California Code of Regulations.

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49380. (a) A school district is encouraged to collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to create a school safety plan to address the threat of sexual abuse and sex trafficking.

(b) A school district is encouraged to collaborate with law enforcement on a referral protocol for high-risk pupils and minors. (c) In-service training may be conducted periodically to enable school district personnel to learn about new developments in the understanding of sexual abuse and sex trafficking, and to receive instruction on current prevention efforts and methods. A school district is encouraged to include training on early identification of sexual abuse and sex trafficking of pupils and minors.

### **(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)**

Mandated reporters

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7) Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Reporting Procedures

#### 1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department.

(Penal Code 11165.9, 11166)

Department of Children and Family Services

425 Shatto Place, Los Angeles, CA 90020

Headquarters' Receptionist: (213) 351-5572.

Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Victim Interviews by Social Services/Law Enforcement

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

#### Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

### **(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)**

#### **Disaster Plan (See Appendix C-F)**

##### Disaster Response Procedures Fire Drill Procedure

Signal: Fire Bell Rung in a Continuous Cycle

##### Procedure During Class Time:

1. Students exit classrooms and WALK in orderly lines.
2. Students evacuate the building by designated routes to the assembly area (see evacuation map)
3. NO TALKING IS PERMITTED
4. Teachers:
  - a. Take your EMERGENCY FOLDER and attendance.
  - b. Check that all students are out of the classroom.
  - c. Check that all exits are clear.
  - d. Close the classroom door. DO NOT LOCK (Later entry may be required)
5. In the assembly area, the teacher takes roll and accounts for each child.
6. Students in classrooms other than their own are to remain with that class until given permission to rejoin their class by both teachers.
7. Students remain in orderly and silent lines until all clear signals are given.

##### Procedure Used Before School During Lunch and Nutrition

1. Students WALK to the assigned place on the yard where they meet their ADVISOR.
2. Students wait in orderly and silent lines for their teacher, or other supervising adult, to conduct them to their proper assembly area.

##### Procedure During P.E.

1. Teacher, or supervising adult, stops play, organizes class (es) into silent and orderly lines and conducts class (es) to the assembly area.

##### Procedure When Not in Your Own Classroom

1. Teachers should be familiar with assembly area and evacuation route designated for that classroom or area.
2. The EMERGENCY FOLDER should accompany the class and be used by the teacher, or supervising adult, to account for all students.

## Earthquake Procedures

### Actual Earthquake

Tremors and shaking of the earth are the signals of an earthquake. The initial shock is likely to be not more than ninety seconds duration. Emergency action to be taken when children are inside the building is:

When inside a building, stay inside: Do not run outside because you may be hit by falling debris. Drop to the floor on your knees and make the body as small as possible. Cover yourself under a desk, table or bench, in a hall, or stand against an inside wall. You should be facing away from: windows; door; glass; skylights; brick or rock faced walls; large moveable objects, such as bookcases; or outside doors and walls. With one arm, hold on to a desk leg so that it will protect your head and neck and so that it will not move away from covering you. Rest your head on one arm and place your other arm over the base of the head and neck. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

When outdoors, stay outside: Do not run inside because you may be hit by falling debris. Move away from buildings and overhead structures. Drop to the ground on your knees and make the body as small as possible. Face position away from: buildings, power poles and lines, trees or other overhead hazards, roads and streets, as cars may go out of control. Cover as much skin surface as possible, close your eyes, and cover your ears. If you have a book or other similar object, place it over the base of your head and neck to protect you from flying debris. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

Walking to or from school facilities: If students are walking to or from school when an earthquake occurs, they should stay away from all buildings, trees, exposed wires, or other hazards that may fall. The safest place is in the open. Students should assume "drop, cover, and hold" position until the quake is over. After the earthquake, if on the way to school facilities, continue to school. If on the way home, continue home or return to school.

## Environmental Hazards

### Biochemical or Chemical Release

A biological or chemical release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, and overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or another chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from:

- Watery eyes
- Twitching
- Chocking or loss of coordination
- Trouble breathing

Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances:

Scenario 1: Substance released inside a room or a building

Scenario 2: Substance released outdoors and localized

Scenario 3: Substance released in the surrounding community

It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below:

Scenario 1: Substance Released Inside a Room or Building

General Procedures:

1. Evacuate the building



2. Notify Main Office/Administration

3. Turn off all fans in the area of the release; close the windows and doors, shut down the building's air handling system

IC Responsibilities

1. Signal for the building to be evacuated
2. Call 911
3. Contact the Charter Board
4. Direct School emergency Response Team members (search and rescue team) to isolate and restrict access to potentially contaminated areas
5. Direct school Emergency Response Team members (search and rescue team) to turn off local fans in the area of the release, close the windows and doors and shut down the building's air handling system
6. Ensure person's who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities
7. The School, or affected areas, will not reopen until the County HazMat or appropriate agency provides clearance to do so

Teacher/Staff Responsibilities

1. Evacuate classroom in a calm and orderly fashion. Follow general evacuation procedures
2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated area; specify those who may have had actual contact with the substance. Provide this information to the IC

First Aid Team

1. Direct or assist individuals who have come into direct contact with hazardous substances, to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin
2. Remove and contain all contaminated clothes
3. Segregate individuals that have been contaminated "topically" by a liquid from unaffected individuals (isolation does not apply to widespread airborne releases)
4. Provide additional medical attention as needed

Threats or Disturbances

Animal disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff:

General Procedures

1. Notify office and administration
2. Keep students away from the animal (return to classroom, secure all entrances to classroom, etc.)

IC Responsibilities

1. Call 911 and/or Animal Control
2. Attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal

Disruptive Student

General Procedures

1. At the beginning of each school year, every teacher is to develop a "Clear the Room" procedure. This procedure includes step-by-step instructions of what to do should a student begin to throw things or attack other students or staff. 2. "Clear the Room" procedures should state to which teacher the students should report.
3. The receiving teacher will notify the office immediately.
4. The teacher must stay with the disruptive student until assistance arrives.
5. Students will not return to their classroom until notified by the sending teacher.

IC Responsibilities

1. Respond to the classroom as soon as possible.
2. Assist the teacher with the student.
3. Involve other staff as necessary.
4. Call 911 if the situation does not abate.
5. Notify the School Counselor/Psychologist or outside agency.
6. Review each plan and require that the plan will be practiced so that students will know what to do

#### Teacher/Staff Responsibilities

1. In concert receiving teachers, develop the “Clear the Room” plan.
2. Develop an alternate plan for when the receiving teacher is not in the room.
3. Instruct students as to their roles if the plan is implemented.
4. Stay with the out-of-control student.

#### Suicide or Suicide Threat or Attempt

##### General Procedures

1. Always assume the victim is alive!
2. Administer emergency first aid
3. Notify the IC
4. Stay with the victim until help arrives
5. Limit access to the immediate area until police arrive (treat as a crime scene)
6. Prepare an informational flyer for parents of the students in the victim’s class
7. Notify the Carter Board
8. Notify the Crisis Response Team and/or mental health service provider (Los Angeles County Department of Mental Health or contracted service provider).

##### IC Responsibilities Actual

1. Assess the situation
2. Direct that 911 be called
3. Declare a Lock Down-Response
4. Direct that appropriate notifications are made
5. Isolate all witnesses; if they are students, notify their parents
6. Direct that personal property of the victim is secured. This includes items in the classroom and in locker
7. If the victim has siblings in your school, bring them to a secure area until their parents arrive at the school
8. If victim has siblings in other area schools, notify their administrators
9. Be Prepared to deal with the media
10. Arrange for counselors for s students and staff
11. Make contact with parents of deceased student

##### Attempted

1. Assess the situation
2. Direct that appropriate notifications be made
3. If required, call 911
4. Deal with siblings set forth above
5. If Lock-Down was not called, hold an emergency staff meeting at close of school to brief staff
6. Arrange for additional counselors if needed

##### Teacher/Staff Responsibilities Actual/Attempted

1. Immediately notify the IC.
2. Administer first aid/CPR (if knowledgeable)
3. Secure the area until an administrator arrives on the scene
4. Once Relieved, teacher responds to his or her classroom and maintains order

### Rumors

1. Treat all verbal and written threats as a serious matter
2. Immediately notify the IC about the information
3. Assist in the evaluation of the threat with other staff

### Trespasser in building General Procedures

1. If the unauthorized visitor remains on the school property, notify the police, or IC of the situation, and implement Lock-Down procedures
2. If the trespasser refuses to register in the office and flees the scene, obtain an accurate description and inform the office
3. Should a staff member observe a trespasser on school property; treat them as if they are simply a visitor who has failed to register in the office and kindly invite them to do so. NOTE: If a staff member is uncomfortable approaching trespasser, notify the office immediately of their presence
4. Teachers should recall students in hall, lock doors, and remain with their classes at all times
5. When the trespasser has registered in the office, has fled or been escorted from the scene, make a P.A. announcement that the Lock-Down situation has ended, by announcing an "all clear"
6. Notify the Charter Board
7. Prepare for possible media coverage
8. Consider formulating an informational flyer for parents

### Bomb Threats General Procedures

1. Evacuation route should be posted in every classroom
2. Use Bomb Threat Checklist to record information about telephone bomb threats. Listen to the message without interrupting the caller. Write down the message, noting time of call, unusual background noises, and estimated age of caller, and try to keep the caller talking. Attempt to ascertain from the caller the type of bomb, where placed, time of detonation, and reason school has been targeted
3. After caller has concluded his or her threat, hang up and immediately lift the receiver and press \*69 (call trace)
4. If school has caller ID, note the number from which call was made
5. Notify Main Office/Building Administration
6. If threat is written, place it in an envelope or plastic bag
7. Prepare media statement flier to inform parents

### IC Responsibilities

1. Evaluate the bomb threat and determine if building evacuation is necessary
2. If threat is deemed valid:
  - Call 911 – advise building is being evacuated because of a bomb threat
  - Activate SERT
  - Turn off school bell system
  - Don't use PA system
  - Turn off all two-way radios

NOTE: Do not utilize the fire alarm system to evacuate the building

3. Dispatch SERT to notify each classroom of the need to evacuate the school. While completing this task, conduct a limited search of common areas of the school
4. In consultation with police/fire officials, determine when it is safe to reenter the school

### Teacher/Staff Responsibilities

1. Upon receipt of notification to evacuate the school, conduct a limited research of classrooms to determine if any strange or unknown objects are in the room
2. Proceed to pre-designated evacuation point with class roll book
3. Maintain control of students and advise SERT of any missing children
4. Do not reenter the building until directed to do so by a SERT member or someone in authority

### Device Found

Upon discovery of a suspicious device, immediately send word to the IC. If the device is found in a classroom with students, immediately, but in an orderly manner, evacuate the classroom. UNDER NO CONDITION ATTEMPT TO TOUCH OR MOVE THE DEVICE

#### IC Responsibilities

1. Upon notification of a device found:

- Call 911 – advise building is being evacuated because of suspected bomb has been discovered if possible, give a description of the device
- Activate the SERT
- Turn off the school bell system
- Turn off all two-way radios
- Do not use the fire alarm system to evacuate the building

Dispatch SERT to begin the evacuation process. The order of evacuation should be:

- Classroom in which the device is located
- Classroom on either side of, across the hall from, that backs up to, or is directly above or below the classroom containing the device. Continue increasing the size of the evacuation until all students and staff are at a safe distance
- 2. The evacuation must be conducted in an orderly and controlled manner so as not to create an unstable environment which may exacerbate the situation
- 3. In consultation with police/fire/bomb disposal officials, determine when it is safe to reenter the building

#### Teacher/Staff Responsibilities

1. Upon receipt of notification to evacuate the classroom, proceed to pre-designated evacuation location with class roll book
2. Maintain control of students and advise SERT of any missing or unaccounted for students <https://secure.doctracking.com/v2/Home/DocumentSectionEditRteTest.aspx?DefId=47064&SectionId=858553>
3. Do not enter the school until directed to do so by an SERT or police/fire authority

#### Public Agency Use of School Buildings for Emergency Shelters

#### (C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

“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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 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 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability? B. Was the misconduct a direct result of the Charter School's failure to implement 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:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?

B. Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

Notwithstanding 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.

This Pupil Suspension and Expulsion 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 this policy, the Charter School has reviewed Education Code Section 48900 et seq., which describes the noncharter 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.

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 and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. 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 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 administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

#### A. 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 anytime 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. B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- 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 products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- 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) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death,

great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive. v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of 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.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. iii.

Causing a reasonable student to experience substantial interference with his or her academic performance. iv. 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 and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.

ii. A post on a social network Internet Web site including, but not limited to:

a) Posting to or creating a burn page. A "burn page" means an Internet Web site 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.

iii. 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.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is

determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person. b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant. 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 products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

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- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- 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) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive. v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
  - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises



average care, skill, and judgment in conduct for a person of 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.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. iii.

Causing a reasonable student to experience substantial interference with his or her academic performance. iv. 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 and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

ii.

i. A message, text, sound, or image.

A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site 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

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the false profile.

iii. 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.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses. C. Suspension Procedure

Suspensions shall be initiated according to the following procedures: 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil 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. This conference shall be held within two school days of when the student was suspended, unless the pupil waives this right or is physically unable to attend for any reason

including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

## 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

## 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. The student will have the opportunity, at the discretion of the Executive Director and/or the classroom teacher, to complete instructional activities missed due to his or her suspension and will be able to communicate with designated school staff for any questions and for evaluation of work. D. Authority to Expel

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A student may be expelled by an Administrative Panel following a hearing before it, and preceded by recommendation from the Executive Director. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Charter School's Board will appoint an Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense. A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

### E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion. The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include: 1. The date and place of the expulsion hearing;

2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;

5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. The right to inspect and obtain copies of all documents to be used at the hearing;

7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

### F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c)

elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

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9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose. G. Record of Hearing  
A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

#### H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

#### I. Written Notice to Expel

The Executive Director or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall

include the following: (a) The student's name; and (b) The specific expellable offense committed by the student. J. Disciplinary Records

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

#### K. Right to Appeal

The pupil shall have the right to appeal an expulsion decision from the Administrative Panel to the Charter School Board. The Charter School Board's decision to expel shall be final.

#### L. Expelled Pupils/Alternative Education

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 by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

#### M. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities 1. Notification of SELPA

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

#### 2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

#### 3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan. If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

#### 4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

#### 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated

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by the child, directly to the director of special education or to other Charter School supervisory personnel. If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA- eligible children with disabilities, including the right to stay put. If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

#### **(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)**

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. TEACH Public Schools has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "S" next to the student's name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it. Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Los Angeles Leadership Academy School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

To: ALL CERTIFICATED STAFF From: Principal

Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. TPS District has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "S" next to the student's name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900

(a)(1) Mutual fight (a)(2) Assault/Battery

(b) Possessed, sold or furnished dangerous object

(c) Controlled substance/alcohol

- (d) Imitation controlled substance
  - (e) Robbery/extortion
  - (f) Vandalism
  - (g) Theft
  - (h) Tobacco/nicotine products
  - (i) Obscene act, habitual profanity/vulgarity
  - (j) Drug paraphernalia
  - (k) Disruptive/willfully defiant behavior (grades 4-12) (l) Received stolen property
  - (m) Imitation firearm
  - (n) Sexual assault or battery
  - (o) Harassed/threatened witness
  - (p) Sale of soma
  - (q) Hazing
  - (r) Bullying/cyberbullying
  - (t) Aiding and abetting
  - E.C. 48900.2 Sexual harassment (gr 4-12)
  - E.C. 48900.3 Hate violence(gr 4-12)
  - E.C. 48900.4 Severe or pervasive harassment, threats and intimidation (grades 4-12) E.C. 48900.7 Terrorist threats against school officials or property
  - E.C. 48915 (a)(1)(A)Serious physical injury
  - (a)(1)(B)Possession: knife or dangerous object (a)(1)(C) Controlled substance
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- (a)(1)(D) Robbery or extortion
  - (a)(1)(E) Assault/battery of school employee
  - E.C. 48915 (c)(1) Possessing, selling, furnishing firearm (c)(2) Brandishing a knife at another person
  - (c)(3) Selling a controlled substance
  - (c)(4) Committing or attempting to commit sexual assault or battery (c)(5) Possession of an explosive
- If you have any questions or want more information, please see me.

### **(E) Sexual Harassment Policies (EC 212.6 [b])**

#### Employee Prohibited Unlawful Sexual Harassment

TEACH Public Schools is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, upto, and including dismissal, of the offending employee. Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will include information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment.

Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual

harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See Appendix A for the "Harassment Complaint Form." See Appendix B for the general "Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
- Rape, sexual battery, molestation or attempts to commit these assaults and
- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as: Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and

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- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate TPS policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint, or reporting harassment. TPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation. TPS is committed to remediating any instances where investigation findings demonstrate unlawful harassment has occurred.

Following exhaustion of the TPS complaint procedures outlined herein, employees who believe they have been harassed or discriminated against may contact state or federal agencies to file a complaint. Employees who wish to contact the California Department of Fair Employment and Housing ("DFEH") may do so by calling (800) 884-1684 (or, TTY, (800) 700-2320). For more information about or from the DFEH, visit [www.dfeh.ca.gov](http://www.dfeh.ca.gov) or you can contact the Fair Employment Housing Commission at [www.fehc.ca.gov](http://www.fehc.ca.gov). Employees who wish to contact the U.S. Equal Employment Opportunity Commission ("EEOC") may do so by calling (800) 669-4000 (or, TTY, (800) 669-6820). For more information about or from the EEOC, visit [www.eeoc.gov](http://www.eeoc.gov). Both the DFEH and EEOC will investigate complaints of discrimination or harassment, and may attempt to resolve such complaints either by prosecuting, conciliating or settling the matter on the employee's behalf. TPS will not retaliate against any employee who files a complaint with, or otherwise participates in an investigation, proceeding or hearing conducted by, the DFEH or EEOC.

Student Unwanted Sexual Harassment Includes unwelcome sexual advances and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.
2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.
3. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment.

It is the responsibility of TEACH Public Schools to:

1. Implement this policy through regular meetings with all administrators, ensuring that they understand the policy and its importance;
2. Make all faculty, staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement;
3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment;
4. Establish practices designed to create a school environment free from discrimination, intimidation, or harassment.

It is the responsibility of the student to:

1. Conduct herself/himself in a manner, which contributes to a positive school environment;
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing;
3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome.
4. Report all incidents of discrimination or harassment to the Principal;
5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

#### Complaint filing and investigation procedures

The following procedures must be followed for filing and investigating a harassment claim:

1. The student may first choose to tell the individual causing the harassment that his/her conduct is offensive and must stop. If the objectionable behavior does not cease immediately, the student must report the harassment to the Principal.
2. The student alleging harassment will be asked to complete a formal, written complaint. The claim will be investigated thoroughly, involving only the necessary parties. Confidentiality will be maintained as much as possible.
3. The investigation will include a meeting with the person alleged to have harassed, sharing with that person the nature of the allegations as well as the name of the person bringing the allegations. If appropriate, the alleged harasser will be placed on administrative leave during the course of the investigation.
4. Once the facts of the case have been gathered, the Principal, in consultation with the Superintendent, will decide what, if any, Comprehensive School Safety Plan 31 of 88 2/8/23 disciplinary action is warranted. The disciplinary action will relate to the nature, context, and seriousness of the harassment and can include all disciplinary actions up to and including immediate expulsion or termination.
5. If the complaint is against a non-employee or non-student, such as a parent, volunteer, or vendor, the school will take steps, within its power, to investigate and eliminate the problem.

#### **(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)**

At TEACH Public Schools, employees come into frequent contact with the public. Courtesy, tact, and helpfulness are expected in order to reinforce the positive reputation TPS employees have worked hard to establish. Furthermore, in interactions with or in the presence of students, employees are required to speak and interact appropriately.

You must refrain from using cell phones in classrooms or in plain view unless during an approved break or conference period and you should not conduct personal business during the school day.

As students are asked to wear a uniform to communicate their academic seriousness, employees are likewise expected to dress in an appropriate manner that is suitable for their working conditions. appearance must project a professional appearance that sets a tone for an environment in which learning is expected to take place and in which the public is welcomed. You are expected to use good taste and maintain good personal hygiene. Determination of appropriateness of attire will be made by the school Principal.

**(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)** During normal school hours our school has one walking entry gate (Western Avenue). Students may arrive at the primary school and middle school at 7:30 am. Students may arrive at school as early as 7AM. Official arrival time for the school is 7:55. Students will go into the first floor or Multi-Purpose room (with supervision) to wait prior to the start of the school day.

The assistant principal or designee and support staff will supervise the front of the school and first floor after morning arrival to make sure all students are either with their teacher or a substitute. The instructional day continues as scheduled. The school day ends at 3:05 pm on Mondays, Tuesdays, Thursdays and Fridays. On Wednesdays school dismissal is at 1:00 pm for staff meeting or professional development. The Minimum Day schedule is the same as the Thursday schedule. For the high school the regular school



day ends at 3:05 on Monday, Tuesday, Thursday, and Friday. On Thursdays dismissal is at 1:00. All staff members and parent volunteers monitor the safe exit of students. The 5th-8th grade students will exit through the Western Ave. gate (front of the school), For the 7th and 8th grades, all students exit via the front gate (Western) and are supervised for safe passage by the school security personnel and the assistant principal or designee.

Strategies and procedures were developed to ensure the safe ingress/egress of students, school employees, parents, volunteers and visitors.

- Visitors must sign in and secure a Visitor’s Pass from the school office before entering the campus. They must sign out when leaving.
- Students leaving early must be signed out by parents/guardians or someone listed on the student’s emergency card. • Walkie-Talkies assigned to designated staff will be operational throughout the day.

**(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)**

**Component:**

Create and maintain a caring and connected school climate

**Element:**

Goal(s): To Increase Parent involvement at TEACH Public Schools

**Opportunity for Improvement:**

Objective: Provide opportunities for parents to become involved with the school culture and community

Objectives	Action Steps	Resources	Lead Person	Evaluation
Objective: Provide opportunities for parents to become involved with the school culture and community	Coffee with the Principal - Monthly	Continental Breakfast	Person(s) responsible for implementation: Parent Coordinator/Student Service Center Personnel, Administration	Surveys
	Parent workshops - Monthly	Varies by workshop	Person(s) responsible for implementation: Parent Coordinator/Student Service Center Personnel, Administration	Surveys
	Volunteer Opportunities	Safety Vests, badges	Person(s) responsible for implementation: Parent Coordinator/Student Service Center Personnel, Administration	Surveys

**Component:**

Create and maintain a caring and connected school climate

**Element:**

Goal(s): Increase supervision in order to maintain a safe campus

**Opportunity for Improvement:**

Objective: Increase the number of staff who supervise student during nutrition, lunch, and passing periods

Objectives	Action Steps	Resources	Lead Person	Evaluation
Objective: Increase the number of staff who supervise student during nutrition, lunch, and passing periods	Related Activities: Supervision of hallways, front of school and courtyard	Faculty and Staff	Person(s) responsible for implementation: Parent Coordinator/Student Success Center Staff, Administration	Evaluation guidelines: School Safety Survey

**Component:**

**Element:**

**Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation

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**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**

**TEACH Academy of Technologies Student Conduct Code**

**Conduct Code 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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD

### Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 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 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

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

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conducted a Link Determination meeting to address two questions:

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?

B. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding 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.

This Pupil Suspension and Expulsion 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 this policy, the Charter School has reviewed Education Code Section 48900 et seq., which describes the noncharter 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.

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 and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. 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 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 administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office.

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

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##### A. 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 anytime 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.

##### B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- 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 products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- 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) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive. v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
  - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of 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.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. 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 and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
  - i. A message, text, sound, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - a) Posting to or creating a burn page. A "burn page" means an Internet Web site 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.

iii. 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.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person. b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant. 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 products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety

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Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

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) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a

gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive. v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of 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.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. iii.

Causing a reasonable student to experience substantial interference with his or her academic performance. iv. 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 and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

ii.

i. A message, text, sound, or image.

A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site 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

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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.

iii. 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.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be

expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses. C. Suspension Procedure  
Suspensions shall be initiated according to the following procedures: 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil 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. This conference shall be held within two school days of when the student was suspended, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials.

Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

#### 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

#### 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing. The student will have the opportunity, at the

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discretion of the Executive Director and/or the classroom teacher, to complete instructional activities missed due to his or her suspension and will be able to communicate with designated school staff for any questions and for evaluation of work. D.

#### Authority to Expel

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by recommendation from the Executive Director. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil or a Board member of the Charter School’s governing board. The Charter School’s Board will appoint an Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense. A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School’s Board, which will make the final determination.

#### E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion. The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include: 1. The date and place of the expulsion hearing;

2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;



3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

#### F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a

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person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
  9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
  10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.
- G. Record of Hearing  
A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

#### H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel

to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

#### I. Written Notice to Expel

The Executive Director or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

**J. Disciplinary Records**  
The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

#### K. Right to Appeal

The pupil shall have the right to appeal an expulsion decision from the Administrative Panel to the Charter School Board. The Charter School Board's decision to expel shall be final.

#### L. Expelled Pupils/Alternative Education

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 by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

#### M. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities 1. Notification of SELPA

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

#### 2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student

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to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

#### 3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan. If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

#### 4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

#### 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

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- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel. If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA- eligible children with disabilities, including the right to stay put. If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

### **(K) Hate Crime Reporting Procedures and Policies**

#### NONDISCRIMINATION/HARASSMENT

TEACH Public Schools desires to ensure equal opportunities for all students in admission and access to TEACH Public Schools educational programs, guidance and counseling programs, athletic programs, testing procedures, and other activities. TPS programs and activities shall be free from discrimination, including harassment, with respect to a student's race, color, ancestry, national origin, ethnic group identification, citizenship and immigration status, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of

such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. These terms are defined by state or federal statute.

The TPS District prohibits discrimination, intimidation, or harassment of any student by any employee, student, or other person in TPS. Prohibited harassment includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects the student's educational opportunities.

School staff and volunteers shall carefully guard against segregation, bias, and stereotyping in the delivery of services, including, but not limited to, instruction, guidance, and supervision.

The Principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior.

Students who engage in discrimination or harassment in violation of law, TPS policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or involuntary release to student's district of residence.

#### Grievance Procedures

Any student who feels that he/she has been subjected to discrimination or harassment should immediately contact the Principal, administrators or designee. Any student or school employee who observes an incident of discrimination or harassment should report the incident to the Principal, administrator or designee whether or not the victim files a complaint. Upon receiving a complaint of discrimination or harassment, the Principal or other administrator or designee shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. The Superintendent or designee will ensure that the student handbook clearly describes TPS nondiscrimination policy, procedures for filing a complaint regarding discrimination or harassment, and the resources that are available to students who feel that they have been the victim of discrimination or harassment. TPS policy may also be posted on the school website or any other location that is easily accessible to students.

#### AR5145.3

##### General Provisions 1. Definitions

- a. TPS participant: any individual involved in TPS or activities. This includes employees, students, contractors, vendors, guests and volunteers.
- b. TPS staff member: any TPS employee.
- c. Principal or designee: supervisor or site administrator, or the person designated to investigate or coordinate the investigation of concerns or complaints in an objective, consistent and thorough manner.
- d. Complaint: a statement regarding how a TPS or activity is run or how a TPS participant was treated while involved in a TPS or activity. A complaint alleges a violation of state or federal laws or regulations. Complaints point to specific misconduct, or behavior or practices that violate law.

(1) Examples of complaints based on discriminatory behavior: (a) Sexual harassment, assault, battery

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(b) Harassment: includes unwelcome verbal, visual or physical contact that, when directed at any person, would be considered inherently likely to provoke an extremely negative or intimidating reaction. Such contact includes, but is not limited to; those terms or actions widely recognized as negative or derogatory references to race, ethnicity, religion, gender, sexual orientation, disability and other characteristics uniquely a part of the individual or group. "Harassment" occurs when these words or conduct create a hostile or intimidating environment that prevents the target of harassment from being able to pursue educational goals or to participate fully in TPS programs or activities.

(c) Denial of educational opportunities (d) Abuse or neglect

(e) Inaccurate student records

(2) In accordance with the Uniform Complaint Procedure, TPS will assist in referring certain complaints to specified agencies. e.

Concern: a statement regarding how a TPS or activity is run or how a TPS participant was treated while involved in a TPS program or activity. A concern is a constructive suggestion for a problem that is not necessarily a violation of state or federal laws or regulations. If a participant is unclear whether s/he has a concern or a complaint, the participant should make a statement. Concerns may be resolved informally.

f. Target: TPS participant who is the target of discriminatory behavior.

g. PCQ: Person whose conduct is in question; person whose behavior is allegedly discriminatory.

#### Notice of TPS

1. Each TPS site shall provide notice of this Nondiscrimination Policy along with the name, title, address and phone number of the person in charge of handling complaints and investigations.
2. This notice shall also include a statement of policy, definitions and the potential disciplinary consequences of substantiated

complaints. See below.

3. Notice of the Nondiscrimination Policy, will also be included in the Annual Notification provided upon enrollment to all students and parents.

4. Notice may also be provided by:

- a. Publication in local newspapers, newsletters or magazines operated by TPS or the site.
- b. Distribution with other written communications to TPS participants and their parents.
- c. Incorporation in mandatory Health Education classes.
- d. Workshops conducted by sites to inform participants, including parents where feasible, of the Nondiscrimination Policy grounds and procedures.

Procedure for Filing a Concern or Complaint

1. TPS encourages any student who has a concern or complaint about alleged discrimination in how a TPS program or activity is run to report the concern/complaint to a TPS Principal or administrator.
2. The TPS staff member will then contact the Principal or administrator regarding the reported incident immediately or as soon as practically possible, but no later than forty- eight (48) hours after the student's report. TPSstaff member will make a written note that the report was forwarded to the Principal or administrator.
3. A student who wishes to resolve a concern or complaint with TPS should make this report to a TPS staff member as soon as possible but no later than one hundred eighty (180) calendar days of the incident causing the concern or complaint.
  - a. Complainants are encouraged to keep a written log of incidents. This log should include, where possible, the items listed below, in subsection 5 of this Part.
  - b. Any witness of misconduct is encouraged to report the misconduct and to support the complainant in reporting the misconduct.
    - (1) A witness who personally observed the incident should tell the complainant that the witness will report the misconduct.
    - (2) If a complainant confides in another TPS participant that s/he believes s/he has complaint or concern, the TPS participant is encouraged to support the complainant in reporting the misconduct to the school.
  - c. The complainant or witness may, if s/he chooses, request that a friend, adult advisor from the school or parent be present when the complainant or witness reports the complaint.
  - d. The complainant or witness should write down and provide the principal or administrator with the following information regarding the incident:
    - (1) When the misconduct occurred
    - (2) Who was involved (as a complainant, as a PCQ, as a witness)
    - (3) Where the incident occurred
    - (4) What happened
    - (5) How the complainants responded to the incident
    - (6) Any related incidents (for example, similar conduct or similar people involved)
    - (7) Any other information regarding the incident that may help the investigation.
  - e. If the complainant feels safe, s/he is encouraged to communicate to the PCQ, in person or by letter, that the conduct is both unwelcome and must stop immediately. This often helps PCQs recognize that their conduct is unacceptable and causes them to stop.

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- (1) The complainant is not required to take this step.
  - (2) If the complainant prefers, a friend or counselor may assist the complainant in addressing the PCQ. The complainant should keep a written record of his/her conversation(s) with the PCQ.
  - (3) If the complainant chooses to write a letter, s/he should keep a copy of the letter, signed, and make a copy for the principal.
4. Confidentiality
- a. Confidentiality regarding the complaint and investigation will be maintained to the extent possible.
    - (1) If child abuse or abuse of a dependent adult is reported, teachers and school administrators are mandatory reporters and must report the incident to child protective services or law enforcement.
    - (2) If the misconduct is physical, the conduct may be assault, battery, or sexual assault or battery. Assault and battery, including sexual assault and battery, are crimes and must be immediately reported to law enforcement.
    - (3) The parent/guardian of the complainant should also be notified.
  - b. If a student specifically requests confidentiality of his/her name from the PCQ, the school should grant this request to the extent possible.
    - (1) If the PCQ faces potential criminal charges or cannot otherwise identify the incident in question, the school will disclose the complainant's name to the PCQ to protect the PCQ's due process rights and to enable the investigation to move forward.
    - (2) If the school will disclose the complainant's name to the PCQ, the school shall notify the complainant of the disclosure.
  - c. Retaliation for complaints of misconduct by complainants or witnesses is prohibited.
    - (1) If any retaliation for reporting the incident occurs, such as increased misconduct or additional denials of educational benefits, the

complainant or witness should report these incidents to the principal

(2) If retaliation is substantiated or proven, the retaliator is subject to involuntary release to student's district of residence (2) If retaliation is substantiated, or proven, and if the retaliator is TPS staff, the retaliator is subject to disciplinary measures under Personnel Policies.

#### Investigations of Complaints

1. TPS treats student complaints seriously.

a. The principal or other administrator will initiate an investigation into the incident within forty-eight (48) hours of a complaint.

b. The principal or other administrator will conduct a thorough investigation into the facts of the incident to be completed within thirty (30) calendar days of a complaint.

c. The principal will notify the parents of the complainant and the PCQ, if the PCQ is a student, of the reported incident, the school's intent to investigate, and the potential consequences if the complaint is substantiated.

d. Fact-finding for the investigation will be objective and will focus on the following factors: (1) The age of the complainant(s). (2) The age of the person(s) whose misconduct is in the complaint (Note: children from kindergarten through grade 3 are not subject to discipline for sexual harassment, hate violence or harassment/threats/ intimidation but other age-appropriate measures may be taken).

(3) The nature of the misconduct (for example, questionable restriction from programs, unwelcome physical contact, property damage, threats, repeated comments, pictures or writings that are racially explicit and/or degrading). (4) The number of related incidents. (5) The location of the incidents.

(6) The identity, number and relationships of the individuals involved (for example, misconduct by a teacher who is "off duty" may have greater impact on a complainant than similar behavior by another student; a group of students' misconduct toward one complainant might be more severe than one student's misconduct toward one complainant).

(7) Statements of any witnesses to the incident, in writing, signed and dated by the witness(es)

(8) Any prior substantiated complaints

(9) Any other facts the investigator finds relevant (for example, a history of negative behaviors, such as teasing by the PCQ or repeated inappropriate comments by a teacher, leading up to the misconduct)

e. The investigator will also conduct a private, confidential interview with the PCQ to get the PCQ's response to the allegations. f. The principal or other administrator will notify the complainant and his/her parent/guardian of the investigation's progress. (1) Unless a crime or potential criminal act is involved, the complainant may request the investigation to stop at any time. Where TPS is required by law to continue, or where sufficient information has been gathered to show a problem, TPS shall move forward with appropriate corrective action without the complainant's participation.

(2) If the complainant is a minor, the complainant's parent/guardian must be consulted if the complainant requests the investigation to stop. A conference between the complainant, parent/guardian, and school administrator, point person and/or investigator should be held to discuss the decision.

g. The investigator has up to thirty (30) calendar days to investigate a complaint. The investigator will write a report for each complaint, to be completed and given to the site principal within three (3) school days of the completion of the investigation. This report will include:

(1) A description of the incident

(2) The complainant's claims

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(3) The PCQ's response

(4) The results of the investigation's fact-finding:

(a) The results should include all investigated facts and evidence from the factors listed above.

(b) The investigator should include all documents relevant to the complaint and investigation.

(c) These facts and evidence will be summarized objectively. (5) Conclusions based on the factual findings

(a) The facts will be reviewed impartially.

(b) The investigator will prepare a conclusion for each of the complainant's claims.

(c) Conclusions will be directly tied to the underlying facts supporting them.

(d) Conclusions will clearly state whether or not misconduct occurred.

(6) Recommendations for disciplinary action, see Part V below, or other reasonable, age-appropriate, specific corrective actions to end the discrimination or harassment, eliminate the hostile environment, or eliminate future discrimination or harassment. 2. TPS will maintain records of all investigations into misconduct claims.

a. These records will be confidential.

b. These records may be used for tracking of complaints in order to improve procedures. If used as part of a study or database, all names of parties will be removed to protect the privacy of the parties.

c. These records may be used to substantiate claims of repeated misconduct or retaliation for reporting misconduct.

#### Consequences

1. The site administrator will notify the complainant, the PCQ, and their parents or legal guardians of the determination of the complaint, including consequences, within two school days of the investigator's report to the site administrator.
2. Counseling services should be offered to both the complainant and the PCQ.
3. In less severe cases, with notice to the complainant and his/her parent or guardian, the principal or County Superintendent may determine that other consequences are more appropriate. These include:
  - a. A written warning
  - b. A formal written apology from the PCQ to the complainant
  - c. Transfer of the PCQ to another school class or program from a class s/he shares with the complainant, which may require an IEP review if the PCQ is a Special Education student
  - d. Detention
  - e. Community service
4. Appeal of determination of misconduct
  - a. If the complaint of misconduct is substantiated and the principal or County Superintendent determines that an involuntary release to student's district of residence is appropriate, the student charged with misconduct has the opportunity to appeal this decision.
  - b. For lesser disciplinary actions, the student charged with misconduct may request a conference between the student, his/her parent or guardian and the site principal.
    - (1) The charged student has five (5) school days from the day s/he learns of disciplinary action to request this conference.
    - (2) The school will hold this conference within five (5) calendar days of the request. The complainant and his/her parent or guardian will be notified of this conference. They may also attend or provide a written statement of their concerns.
  5. Unsubstantiated complaints
    - a. If an investigation does not support the complaint, the complainant and the PCQ will be notified. No disciplinary action may be taken but counseling may be offered to both parties.
    - b. If an investigation determines that the misconduct claim was false and the complainant made the claim knowing it was false, the complainant is subject to discipline including suspension or involuntary release to student's district of residence.
    - c. In the event that the complainant is dissatisfied with the determination of an unsubstantiated complaint, the Target may invoke the appeal process from the complaint policy, County Board policy 7380, at whichever step the complainant feels appropriate.
    - d. In addition, for complaints of discrimination, the complainant may file a complaint at any time with the Office for Civil Rights. TPS staff shall assist the Target by providing contact information.
6. If the PCQ is a TPS staff member, refer to Personnel policies regarding employee discipline.
7. If the PCQ is a contractor or vendor, refer to Business policies regarding any available corrective measures.

#### **(J) Procedures to Prepare for Active Shooters**

TEACH will conduct regular districtwide Active shooter drills. Before the drill teachers will be given this guidance:

##### Active Shooter Drill Procedure

Please read entire directions BEFORE the drill.

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Step 1: At the beginning of the day, make sure that your door is securely locked. This means standing outside of the door, briefly lock yourself out of the class, and make sure it works. During an active shooter drill, doors between adjacent classrooms should also be locked.

Step 2: Please refer to counselors any students who may be triggered by this drill. Counselors will speak with students beforehand and provide coping skills and processing time for students.

Step 3: During advisory make sure you explain to students that they will be participating in an active shooter drill. Explain to them the seriousness of all drills and that we need students to listen carefully to ALL directions during ALL drills. Let students know that some may be asked by you for assistance (i.e. to move furniture, block doors, close curtains, lock adjacent doors, turn radio volume as low as possible, etc).

Step 4: As the drill begins (Ramsey's on Campus), from inside of the class approach the door and pull the handle in to make sure the door is latched close. This will ensure that the door is locked.

Step 5: Ask students to QUIETLY hide underneath their desks. Remove the row of students who are closest to the window/door to the backside of the classroom. This means some students will be moving to the side of the classroom that is opposite to the

window/door. They will hide behind the furthest row of desks. There should be no radio conversations. The goal is to give anyone the impression that NO ONE is in the room. The movement should be as quickly and as quietly as possible.

Step 6: If students are missing, please email the Principal, Assistant Principal, and Operations Manager the names of ALL missing students. If all students are present please email ALL PRESENT. If you have provided shelter to a student who does not belong with your class please indicate that in your email.

Step 7: There will be a knock at the door. DO NOT ANSWER THE DOOR. Make sure all students know to NOT answer the door. Do not open the door for any students who may be arriving late. Do not open the door for any staff.

Step 8: Remain quiet in place until you hear the radio call "All clear". Students are not to be allowed to leave the classroom for ANY reason during an active shooter drill (i.e. student going home early, restrooms, or going to the office.)

### **Procedures for Preventing Acts of Bullying and Cyber-bullying**

Whenever the school is notified that a bullying incident has occurred. Administration must communicate with the parents of both the victims and perpetrators to establish a safety plan. The safety plan will include:

Intervention Behavior Safety Plan

Student: \_\_\_\_\_  
Date: \_\_\_\_\_

Safety is our number one priority! Keeping students safe requires the comprehensive and collaborative effort of all stakeholders. The following safety plan has been discussed and developed for (student's name) on (date) . This plan does NOT replace an IEP or a Behavior Support Plan.

Administration responsibilities and strategies:

1. I will continue to communicate and enforce the TAT Discipline Policy.
2. I take all reported incidents of bullying and hazing seriously.
3. I will be neutral and gather the facts from all involved parties.
4. I will follow-up with the teacher to provide support to address the various concerns.
5. I will monitor to determine that the bullying has been resolved.

Teacher responsibilities and strategies:

1. I will establish a safe school environment for all students.
2. I take all reported incidents of bullying and hazing seriously.
3. I will remain neutral and gather all the facts from the involved parties.
4. I will monitor that the bullying has been resolved by checking-in with the involved parties.

Give specific dates or frequency:

5. I will communicate and reinforce positive behavior expectations and norms for classrooms, restrooms, yard, eating areas, and other school activities.
6. I will meet with parents of involved students to discuss concerns, consequences and strategies for reconciliation.
7. I will work collaboratively with the administration, counselors, other involved teachers, staff and parents.
8. I will make a referral for counseling.
9. I will

Counselor support:

1. I will monitor that the bullying has been resolved by meeting with the involved parties to provide additional support and monitoring. Give specific dates or frequency:

Accommodations and modifications:

1. The class schedule has been modified to support the students involved.

Student responsibilities and strategies:

1. During lunch, nutrition and passing periods, my designated area is
2. During lunch and nutrition, I will remain in the proximity of school staff who will provide additional supervision and be a source of contact.
3. My designated arrival location is at a.m.



My designated pick-up location is at p.m.

4. I will avoid conflicts with the other student and will report any concerns or incidents of bullying immediately to
5. I will tell the person who is bothering me to “stop.”
6. I will not tease, taunt or antagonize anyone.
7. I will follow behavioral expectations and norms for classrooms, restrooms, yard, eating areas, and other school activities.
8. I will join a club that promotes peace and respect.
9. I will apologize if I hurt someone’s feelings.
10. I will accept an apology from one who may have hurt my feelings.
11. I will have positive interactions with others.

Parents responsibilities and strategies:

1. I will listen objectively and gather factual information.
2. I will promote a positive resolution to the conflict.
3. I will work collaboratively with the school staff.
4. I will monitor that the bullying has stopped.
5. I will encourage my child to use positive methods to resolve conflicts.
6. I will enroll my child in counseling.
7. I will not confront the child or their family who is allegedly bullying my child.
8. I will set positive expectations of behavior for my child.
9. I will be a positive role model.

Confidentiality – The student and parent will not share any information with other students/families regarding the allegations against the other student.

By signing you have agreed to follow the plan to support the safety of all parties.

This plan will be in effect for the next 30 days, unless indicated otherwise by the school staff. We will revisit this plan on (date) at (time).

Additional notes:

Please print and sign your name (optional)

Student Date: \_\_\_\_\_

Parent/Guardian Date: \_\_\_\_\_

School staff Date: \_\_\_\_\_

Administrator Date: \_\_\_\_\_

Other Date: \_\_\_\_\_

These safety plans will be kept on file and administrators shall monitor every situation until the situation is resolved.

**Safety Plan Review, Evaluation and Amendment Procedures**

Safety Plan Review, Evaluation and Amendment Procedures will be conducted during meetings that include all stakeholders. For example they will be reviewed at staff meetings, Coffee with the Principal, ELAC, and SSC committee meetings.

**Safety Plan Appendices**

**Emergency Contact Numbers**

**Utilities, Responders and Communication Resources**

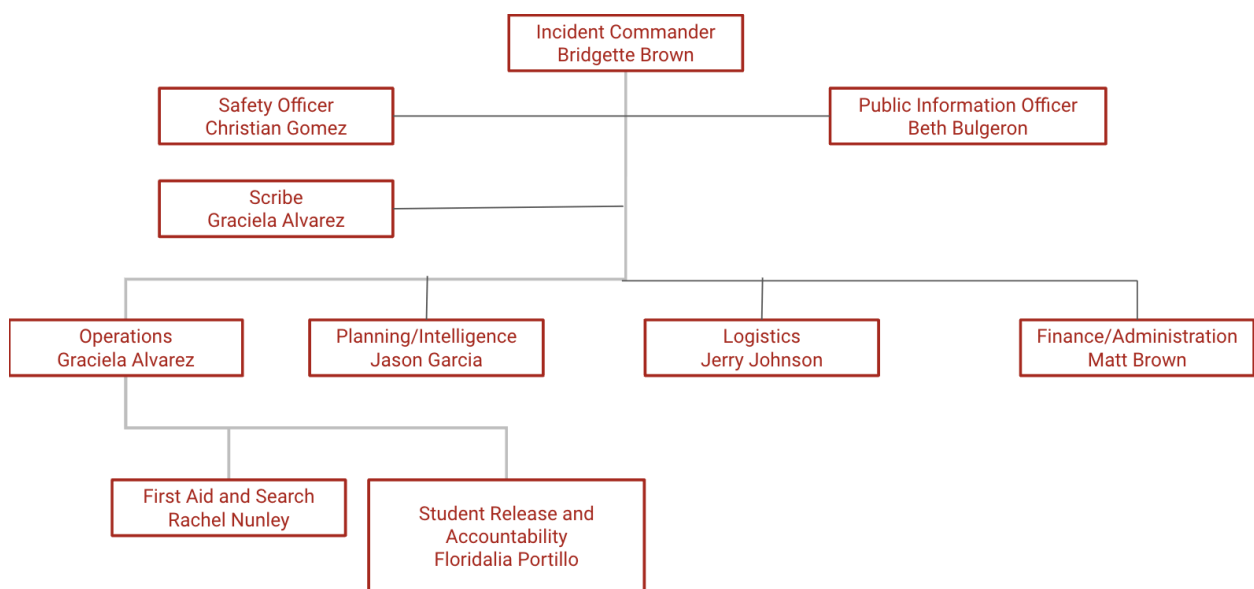
Type	Vendor	Number	Comments
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Law Enforcement/Fire/Paramedic	911	911	
Public Utilities	LADWP	(800) 342-5397	
Local Hospitals	King Hospital	(310) 668-5011	
Emergency Services	911	911	

**Safety Plan Review, Evaluation and Amendment Procedures**

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
School Wide Meeting conducted twice a year.	End of each semester	Kept in document tracking system

**TEACH Academy of Technologies Incident Command System**



**Incident Command Team Responsibilities**

**Standardized Emergency Response Management System Overview**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

**A.1 INCIDENT COMMANDER**

Primary: Bridgette Brown

Alternate: Christian Gomez

The Incident Commander (IC) is responsible for emergency and/or disaster operations and shall remain at the Command Post (CP) to observe and direct all operations. You are responsible to ensure the safety of students, staff and others on campus. Lead by example; your behavior and decisions set the tone for staff and students.

**Start up actions:**

- Obtain your personal safety equipment; i.e. hardhat, vest, clipboard with job description sheet
- Access type and scope of emergency.
- Determine threat to human life and structures.
- Implement the Emergency Operations Plan and relevant hazard specific procedures.
- Assume the duties of ALL incident positions until staff is assigned and available.
- Activate functions (assign positions) as needed. Appoint a backup or alternate for IC.
- Assign staff to initiate check-in procedures.
- Ensure that an incident organization and staffing chart is posted and arriving staff are assigned by name. • Ensure the Incident Command Post is properly set up and ready for operation.
- Ensure that telephone and/or radio communication with other facilities are established and tested. • In conjunction with the Planning Section Chief, develop and communicate an incident action plan with objectives and a time frame to meet those objectives.
- Open and maintain a position log.

**Ongoing operational Duties:**

- Continue to monitor and assess total school situation.
- View site map periodically for Search and Rescue progress and damage assessment information.
- Check with section chiefs for periodic updates.
- Reassign personnel as needed.
- Report (through communication) to School District office contact on status of students, staff and campus as needed. • Establish contact with XXX School District, local law enforcement and/ or fire department and other agencies, as needed, to provide assistance and/ or to keep informed of school disaster status.
- Develop and communicate with Planning Section revised incident action plans as needed.
- In conjunction with the Public Information Officer, conduct press briefings and review media releases as required. Establish procedures for information releases and press briefings with other agencies who may be involved. • Begin student release when appropriate. NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the Superintendent or his/her designee, except individuals on request of parent/ guardian.
- Utilize your alternate; plan and take regular breaks, 5-10 minutes per hour away from CP.
- Plan regular breaks for all staff and volunteers. Take care of your caregivers.
- Thoroughly brief relief staff upon shift change.
- If incident becomes a Unified Command, thoroughly brief your Co-Incident Commander(s).
- Release teachers as appropriate. By law, during a disaster, teachers become “disaster workers.” Stagger teachers and staff appropriate release time to check on family and loved ones when possible.
- Remain on and in charge of your campus until redirected or released by the Superintendent or his/ her designee.

**Closing Down:**

- Authorize deactivation of sections, branches or units when they are no longer required.

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- At the direction of the Superintendent or his/her designee, deactivate the entire emergency response. If the Fire Department or other outside agency calls an “All Clear,” contact the district before taking any further action. • Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit.
- Proclaim termination of the emergency and proceed with recovery operations if necessary.

**Command Post Equipment and Supplies:**

- Emergency Operations Plan
- Campus maps
- Master keys
- Pens, pencils etc.
- Clipboards
- Staff and student rosters- 2 sets
- 2- way radio
- Cell phone
- AM/FM portable radio
- Bullhorn
- Tables and chairs
- Canopy for shelter (if outside)
- Hardhat
- Vest
- Activity log

#### Safety Officer

Primary: Christian Gomez Alternate: Jason Garcia

The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

#### Start up Actions:

- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from logistics.
- Put on position identifier, such as vest or hat, if available.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.
- Document the following: Messages received, action taken, decision justification and documentation, requests filled.

#### Operational Duties:

- Monitor drills, exercises and emergency response for safety.
- Identify and mitigate safety hazards and situations.
- Stop or modify all unsafe operations.
- Ensure that responders use appropriate safety equipment.
- Think ahead and anticipate situations and problems before they occur.
- Anticipate situation changes, such as severe aftershocks in all planning.
- Ensure personnel have adequate intake of water and healthy meals, in the event of a prolonged activation.
- Keep the Incident Commander (IC) advised of your status and activity and on any problem areas that now need or will require solutions.

#### Closing Down:

- When authorized by IC, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

#### Safety Officer Supplies/ Equipment:

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- Vest or position identifier
- Hardhat
- Clipboard, paper, pens and pencils
- Two-way radio

## A.3. Public Information Officer

Primary: Beth Bulgeron Alternate: Frank Williams

The Public Information Officer (PIO) acts as the official spokesperson for the school site in an emergency situation. If a School District PIO is available, he/she will be the official spokesperson. A school site based PIO should only be used if the media is on campus and the district PIO is not available or forthcoming.

- Important Note- the public has the right and need to know important information related to emergencies/ disaster at the school site as soon as it is available and does not jeopardize an ongoing investigation or local and/or national security.
- News media can play a key role assisting the school in getting emergency/ disaster related information to the public and parents. Information released must be consistent, accurate and timely.

## Start up Actions:

- Determine a possible “news center” site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- Identify yourself as the “PIO” (vest, visor, hat, sign etc.)
- Consult with district PIO to coordinate information release.
- Assess situation and obtain statement from IC. Tape record if possible.
- Advise arriving media that the site is preparing a press release and approximate time of its issue.
- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.
- Contact local Emergency Operations Center (EOC) to coordinate incident specific information to be released to media (i.e.; size of disaster ect.)

## Operational Duties:

- Keep up to date on the situation
- Statements must be approved by the IC and should reflect:
  - Reassurance
  - Incident or disaster cause and time of origin
  - Size and scope of incident
  - Current situation e.g. condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
- Resources in use
- Best routes to school if known and appropriate
- Any information school wishes to be released to the public
- Read statements if possible
- When answering questions, be complete and truthful, always considering an emotional impact. Avoid speculation, bluffing, lying, and talking ‘off the record’ arguing, etc. Avoid use of the phrase “no comment.”
- Remind school staff to refer all questions from media or waiting parents to the PIO.
- Update information periodically with IC

- Ensure announcements and other information is translated into other languages as needed.
- Monitor news broadcasts about incident. Correct any misinformation heard.

#### Closing Down:

- At the Incident Commanders direction, release PIO staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit

#### Public Information Officer Equipment and Supplies

- ID Vest
- Battery Operated AM/FM radio and/or television (if possible)
- Paper/pencils/marketing pens
- Scotch tape/masking tape
- Scissors
- School site maps and area maps
- Laminated poster board or dry erase board for display
- Activity Log

#### A.4. Liaison Officer

Primary: Calvin Williams Alternate: Jocelyn Ramirez

The Liaison Officer serves as the point of contact for outside Agency representatives offering organizational assistance during school site emergency response. The Liaison Officer coordinates the efforts of these outside agencies while on-site to ensure the proper flow of information.

#### Start up Actions:

- Check with Incident Commander (IC) for situation briefing
- Determine your personal operating location and set up as necessary. All command staff should be congregated in one location at an Emergency Operations Center (EOC).
- Obtain necessary equipment and supplies from logistics.
- Put on position identifier, such as vest or hat if available.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the situation.

#### Operational duties:

- Brief Agency Representatives on current situation, priorities and incident action plan.
- Ensure coordination of efforts by keeping IC informed of agencies action plans.
- Provide periodic update briefings to Agency Representatives as necessary.
- Contact the American Red Cross and have them provide a representative to assess the situation.

#### Closing Down:

- At the Incident Commanders direction, deactivate the Liaison Officer position and release staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

#### Liaison Officer Equipment and Supplies

- Vest, hat position identifier.
- Two-way radio

- Clipboard, paper and pens
- Activity Log

#### OPERATIONS SECTION B.1 OPERATIONS SECTION CHIEF

Primary: Graciela Alvarez Alternate: Floridalia Portillo

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The Operations Chief manages the direct response to the disaster, which can include the following teams:

- Site Security
- Search and Rescue
- Student Care
- Medical, First Aid
- Student Release

#### Start up Actions:

- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Assume the duties of ALL Operations Section positions until staff is available and assigned.
- Activate Team Leaders.
- Meet with Team Leaders and initiate response activities.
- Open and maintain activity log.
- Put on position identifier, such as vest or hat if available.

#### Operational Duties:

- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- Coordinate Search and Rescue operations. Appoint Search and Team leaders to direct their operations if necessary.
- As information is received from Operations Staff, pass it on to Situation Analysis and/or the Incident Commander.
- Inform the Incident Commander regarding tasks and priorities.
- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear and documenting their activities.
- Schedule breaks and reassign Operations staff within the section as needed.

#### Closing Down:

- At the Incident Commanders direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by IC, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

#### Operations Section Chief Equipment and Supplies:

- Vest or position identifier
- Two-way radio
- Search and Rescue Equipment
- Job Description
- Clipboard, paper or notebook, pens and pencils
- Search and Rescue maps
- Large campus maps



- Activity Log

## B.2 Security Team Leader

Primary: Christian Gomez Alternate: Jerry Johnson

Assess, identify and mitigate (to the extent possible) campus hazards during and immediately following and on-site disaster/emergency. This team is also responsible for campus security for the duration of the incident, or until the arrival of first responders that assume responsibility.

Personnel: Staff as assigned. Work in pairs.

### Start up Actions:

- Attend a briefing with Operations Section Chief and other Operations Team Leaders.
- Open and maintain position activity log.
- Assess available personnel and make appropriate assignments.
- Assume all Team duties until staff is assigned and available.
- Survey on-campus hazards and prioritize team response.
- Wear hardhat and orange identification vest.
- Take appropriate tools, job description clipboard and radio.
- Check all equipment for batteries, wear and tear etc.

### Operational Duties:

- Coordinate activities of Site Security Team.
- Verify the shut-off of utilities as necessary.
- Determine integrity of on-campus water system and report this information to the Operations Section Chief.
- Direct the suppression of small fires.
- Coordinate the location of existing and potential hazards.
- Facilitate emergency vehicle access to the campus.
- Oversee/Monitor campus security/perimeter control
- Secure school campus and buildings from un-authorized access.

### Closing Down:

- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

### Security Team Leader Equipment and Supplies

- Vest
- Hardhat
- Work gloves
- Whistle
- First Aid Kit
- Two- way radio
- Grand Master Key(s)
- Carry bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, crescent wrench and

- shut off tools for gas.
- Activity log

### B.3 Search and Rescue Team Leader

Primary: Rachel Nunley

Alternate Daniel Rivera

The Search and Rescue Team Leader is responsible for coordinating all on-site search and rescue efforts. This responsibility includes identifying search and rescue priorities and making team assignments. The Search and Rescue team Leader is also responsible for ensuring the safety of his/her teams while they are in the field.

Start up Actions:

- Obtain all necessary equipment.
- Obtain briefing from operations Chief, noting known fires, injuries, or other situations requiring response.
- Assume all Team duties until staff is assigned and available.
- Assign teams based on available manpower, minimum 2 persons per team.

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Operational Duties:

- Perform visual check of outfitted team leaving CP, include radio check. Teams must wear sturdy shoes and safety equipment.
- Record names and assignments before deploying teams.
- Dispatch teams to high priority areas first, then to search the campus using specific planned routes.
- Send a specific map assignment with each team.
- Remain at Command Post (CP) in radio contact with Search and Rescue Teams.
- Record all teams' progress and reports on site map, keeping other at CP informed of problems. When a room is reported clear, mark a "C" on the site map.
- If injured students or staff is located, consult Operations Chief for response. Utilize Transport Teams, or send a Medical/First Aid Team.
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) on map.
- Keep radio communication brief and simple. No codes.

Closing Down:

- Record the return of each SAR Team. Direct them to return equipment and report for additional assignments to Logistics.
- Provide maps and logs to the Documentation Unit.

Search and Rescue Team Leader and Teams Equipment/Supplies

- Vest
- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- One member wear first aid backpack
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight

- Dust masks
- Pry bar
- Grease pencil
- Pens and pencils
- Duct tape
- Masking tape
- Activity log

#### B.4 Search and Rescue Teams

Team #1 Rachel Nunley #2 Daniel Rivera Team #3 TBD

The Search and Rescue Team (SAR) is responsible for safely conducting all on-site search and rescue efforts under the direction of the Search and Rescue Team Leader.

##### Start up Actions:

- Report to Search and Rescue Team Leader for briefing and assignments.
- Gather all SAR Equipment and personnel safety gear.
- Check flashlight and radio batteries; perform radio gear.
- Visually inspect each other's gear.
- Make sure you and your partner have school site maps and are clear on your assignment
- Report gas leaks, fires, or structural damage to CP immediately upon discovery. Shut off gas or extinguish fires if possible.

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- Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas.
- Do not enter severely damaged buildings.
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables.
- Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Command Post that room has been cleared.
- When injured victim is located, team transmit location, number of injured and condition of injured to CP. Do not use names of students or staff on radio. Follow directions from Command post.
- Record exact location of damage and triage tally on map and report information to CP.
- Keep radio communication brief and simple, avoid codes.

##### Closing Down:

- Return equipment to Logistics. Provide maps and logs to the Documentation Unit.

##### Search and Rescue Team Leader and Teams Equipment/Supplies

- Vest
- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- One member wear first aid backpack
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight

- Dust masks
- Pry bar
- Grease pencil
- Pens and pencils
- Duct tape
- Masking tape
- Activity log

#### B.5 Medical Team Leader

Primary: Floridalia Portillo Alternate: Adriana Martinez

The Medical Team Leader is responsible for the provision of emergency medical response, first aid and counseling. Informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide. Ensures that appropriate actions are taken in the event of deaths.

#### Start Up Actions:

- Establish scope of incident with Incident Commander and determine probability of outside emergency medical support and transport needs.
- Assume all Team duties until staff is assigned and available.
- Make Team personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- Setup first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/ supplies.
- Assess available inventory of supplies and equipment.
- Review safety procedures and assignments with personnel.

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- Establish point of entry for triage into treatment area.
- Establish immediate and delayed treated areas.
- Set up separated Psychological First Aid area if staff levels are sufficient.

#### Operational Duties:

- Oversee care, treatment, and assessment of patients.
- Ensure Caregiver and rescuer safety: Latex gloves for protection.
- Make sure that accurate records are kept.
- Provide personnel response for injuries in remote locations or request transport team from Logistics. • If needed, request additional personnel from Logistics.
- Report deaths immediately to Operations Chief.
- Keep Operations Chief informed of overall status.
- Set up morgue, if necessary, in cool, isolated secure area; follow guidelines.
- Stay alert for communicable and isolate as appropriate.
- Consult with Student Care director regarding health care, medications and meals for students with known medical conditions.

#### Closing Down

- At the Incident Commanders direction, release Medical staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, deactivate the section and close out all logs. Provide logs

and other relevant documents to the Documentation Unit.

#### Medical Team Leader Equipment and Supplies

- Vest
- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- First Aid Kits w/ backpacks
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight
- Dust masks
- Grease pencil
- Pens and pencils
- Duct tape
- Masking tape
- Stretchers
- Blankets
- Quick Medical Reference Guides
- Tables and Chairs
- Ground cover
- Activity log

#### B.6 Medical Teams

Team #1 Primary: Noelle Triay Alternate: Mauricio Martinez

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Use approved safety equipment and techniques. Locate staff that is first aid trained and if possible, first aid certified.

#### Start Up Actions:

- Obtain and wear personnel safety equipment including latex gloves.
- Check with Medical Team Leader for assignment

#### Operational Duties:

- Administer appropriate first aid.
- Keep accurate records of care given.
- Continue to assess victims at regular intervals.
- Report deaths immediately to Medical Team Leader
- If, and when, transport is available, do final assessment and document on triage tag. Keep and file records for reference do not send with victim.
- Students Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out of area phone number

#### Triage Entry Area:

- Staffed with a minimum of 2 trained team members, if possible.

- One member confirms triage tag category (red, yellow, green) and Directs to proper treatment area. Should take 30 seconds to assess, no treatment takes place here. Assess if not logged.
- Second team member logs victim's names on form and sends forms to CP as completed.

#### Treatment Area:

- Staff with minimum of 2 team members per area if possible.
- One member completes secondary head to toe assessment.
- Second member records information on triage tag and on site treatment records.
- Follow categories: Immediate, Delayed, Dead
- When using 2 way radios, do not use names of injured or dead.

#### Closing Down:

- Return equipment and unused supplies to Logistics.
- Clean up first aid area. Dispose of Hazardous waste safely.
- Complete all paperwork and turn it in to the Documentation Unit.

#### Medical Teams Equipment/Supplies

- Vest
- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- One member wear first aid backpack
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pens and pencils
- Duct tape
- Masking tape
- Activity log

#### B.7 Student Care Team Leader: Noelle Triay

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The Student Care Team Leader is responsible for providing for the safe sheltering and care of students and staff while on-site during an emergency. This person is also in charge of facilitating campus evacuation, when the school site is deemed, by the Management Team to be unsafe.

#### Personnel: Classroom teachers, substitute teachers and staff are assigned. Start-up Actions:

- Wear identification vest if available.
- Take job description clipboard and a radio
- Check in with Operations Chief for situation briefing.
- Assume all Team duties until staff is assigned and available.
- Assign personnel to assignments as needed.
- If designated assembly/shelter site is destroyed or inaccessible, consult with Operations Sections Chief and determine alternate location.

- If school is evacuating:
- Verify that the assembly area and routes to it are safe.
- Count or observe the classrooms as they exit, to make sure that all classes evacuate.
- Initiate the set-up of portable toilet facilities and hand washing stations.
- Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the disaster.
- Monitor the safety and well being of the students and staff in the shelter/assembly area.
- Oversee the procurement and distribution of food and water.
- Direct set-up of sanitary facilities when necessary.
- Coordinate Student Release with Student Release Team Leader when directed by Operations Section chief. • Administer minor first aid as needed.
- Determine the need for setting up a counseling/mental health site.
- Communicate need to Operations Section Chief.
- Arrange for counseling and mental health intervention as needed.
- Coordinate with Medical Branch for treatment of more serious physical and mental health care.

#### Closing down:

- Close shelter per direction of Operations Section Chief.
- Return equipment and reusable supplies to Logistics.
- When authorized by IC, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

#### Student Care Team Leader Equipment/ Supplies

- Vest
- 2 way radio
- Ground cover Tarps
- First aid kit
- Water
- Food
- Sanitation supplies
- Activities for students: books, games, etc.
- Activity Log

B.8 Student Care Teams Primary: Krystal Zaragoza Secondary:Helen Ray

Provide for the safe sheltering and care of students and staff while on-site during an emergency. This team is also responsible for facilitating campus evacuation when the school site is deemed by the Management Team to be unsafe.

#### Start-up Actions:

- Meet with Student Care Team Leader.
- Secure assembly site or set up shelter per directions of Student Care Team Leader.
- Gather all supplies from storage locker(s) and transport to assembly/shelter site.
- Conduct initial population assessment.

#### Operational Duties:

- Facilitate the orderly distribution of food and water.
- Set up sanitary facilities per direction of Student Care Team Leader.
- Make arrangements to provide shelter for students and staff.

- Maintain and update student and staff population log.
- Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the incident.
- Monitor the safety and well being of the students and staff in the shelter/assembly area.
- Administer minor first aid as needed.
- Administer counseling and mental health intervention as needed.
- Maintain log of all assistance given and nature of that assistance.
- Cooperate with Student Release Team to facilitate orderly Student Release (when directed by Student Care Team Leader).
- Arrange activities and keep students reassured.
- Update records of the number of students and staff in the assembly area (or in the buildings).
- Direct all requests for information to PIO.

Closing Down:

- Close shelter per direction of Operations Section Chief.
- Return equipment and reusable supplies to Logistics.
- When authorized by IC, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Student Care Team Equipment/ Supplies

- Vest
- 2 way radio
- Ground cover Tarps
- First aid kit
- Water
- Food
- Sanitation supplies
- Activities for students: books, games, etc.
- Activity Log

B.9 Student Release Team Leader Primary: Graciela Alvarez

Oversee the reunification of students with their parents or authorized adult through separate Request and Release Gates.

Personnel: School Registrar, available staff and emergency volunteers. Law enforcement if available, to maintain security of release area.

Start up Actions:

- Attend a briefing with the Operations Section Chief and other Operations Team Leaders.
- Open and maintain position activity log.
- Assume all Team duties until staff is assigned and available.
- Designate secure areas for student request and release and authorize setup.

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- Set up Request Gate at a main student access gate if possible. Note: Release Gate should be some distance from Request Gate.
- Obtain and wear vest or position identifier, if available.
- Obtain necessary equipment and forms from logistics.

Operational Duties:



- Monitor request and release operations.
- Oversee Student Release Team "Procedures" for request and release of students.
- Assist with the location/ verification of missing students.
- Stay in contact with Student Care, Site Security, and Medical Team Leaders.

#### Closing Down:

- At the direction of the Operations Chief, Return equipment and unused supplies to Logistics.
- Complete all paperwork and turn in to the Documentation Unit.

#### Student Release Team Leader Equipment/Supplies

- Job Description clipboards
- Pens, pencils and staplers.
- Boxes of Emergency Cards.
- Signs to mark Parent Request Gate and Parent Release Gate.
- Signs for alphabetical grouping to organize the parents (A-F etc.)
- Student Release Log

#### B.10 Student Release Team Primary: Graciela Alvarez

#### Start up Actions:

- Report to Student Release Team Leader for briefing and assignments.
- Gather all student release equipment and supplies.
- Set up Request Gate at a main student access gate.
- Post alphabetical signage on Request Table to organize parent requests (example: A-F, G-L, M-R, S-Z). • Have Student Release Forms available for parents outside of fence at Request Gate. Have support from other staff and law enforcement, if available.
- Set up Student Release Gate some distance from Request Gate.
- Have Student Release Forms available on clipboards.
- Secure area against unauthorized access. Mark gates with signs.
- Obtain and wear vest or position identifier.
- Obtain necessary equipment and forms from Logistics.

#### Operational Duties:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians. • Refer all requests for information to the Public Information Officer. DO NOT SPREAD RUMORS!
- Maintain log of students released.

#### Procedures:

- Divide Student Emergency Cards according to alphabetical groupings posted at Request Table.
- Requesting adult fills out Student Release Form, gives it to a staff member, and shows identification. • Staff verifies identification, pulls Emergency Card from file and verifies that the requester is listed on the Emergency Card. • Staff instructs the requester to proceed to the Release Gate.
- If there are two copies of the Emergency Cards (one at each gate) staff files the Emergency Card in the "out" box. If there is only one copy, runner takes the card with the Student Release Form and staff files a blank card with the student's name on it in the "out" box.

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- Runner takes form(s) to the designated classroom. Note: If parent refuses to wait on line, don't argue. Note time with appropriate comments on Emergency Card and place in "out" box.

If student is with class:

- Runner shows Student Release Form to teacher.
- Teacher makes notation, "Sent with runner."
- If appropriate, teacher sends parent copy of first aid form with runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to release personnel.
  - Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given, if applicable.

If student is NOT with the class:

• Teacher makes appropriate notation on Student Release Form:  
 "Absent" if student was never in school that day. "First Aid" if student is in Medical Treatment Area. "Missing" if student was in school, but now cannot be located.

- Runner takes Student Release Form to Student Release Team Leader.
- Student Release Team Leader verifies student location with Command Post (if known) and meets with parent(s). • If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Student Release Team Leader for verification.
- Parent should be notified of missing student status and escorted to crisis counselor.
- If student is in first aid, parent should be escorted to medical Treatment Area.
- If student was marked absent, Student Release Team Leader will notify parent.

Closing Down:

- Close Request and Release tables when directed by Student Release Team Leader.
- Make sure all confidential information and emergency cards are returned to Team Leader for secure storage. • Return all equipment to Logistics.
- Complete/close out all logs and turn them over to Documentation Unit.

Student Release Team Equipment/Supplies

- Job Description clipboards
- Pens, pencils and staplers.
- Boxes of Emergency Cards.
- Signs to mark Parent Request Gate and Parent Release Gate.
- Signs for alphabetical grouping to organize the parents (A-F etc.)
- Student Release Log

PLANNING SECTION C.1 PLANNING SECTION CHIEF

Primary: Bridgette Brown This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource status. Work with Incident Commander to develop the Incident Action Plan. The Section is made up of the Documentation Unit and the Situation Analysis Unit.

Start up Actions:

- Check in with Incident Commander (IC) for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Open and maintain activity log.
- Assume duties of ALL Planning Section positions until staff is assigned and available.
- Activate Unit Leaders as needed.

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- Put on position identifier, such as vest etc.
- File all reports for reference.
- Important: a permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—they are legal documents.

#### Student and Staff Accounting:

- Receive record and analyze Student Accounting forms.
- Coordinate with the Staffing Unit in Logistics to ensure that staff sign in, recording name, assignment, and time on-duty and off-duty.
- Check off staff roster. Compute number of students, staff and others on campus for Situation Analysis. Update periodically.
- Report missing persons and site damage to Command Post.
- Report first aid needs to Medical Team Leader.
- File forms for reference.

#### Closing Down:

- Collect and file all paperwork and documentation from deactivating sections.
- Securely package and store these documents for future use.
- Return equipment and reusable supplies to Logistics.

#### Planning Chief Equipment/Supplies

- 2 way radio
- Paper, pens
- File Box
- Job Description clipboard
- Forms: Situation/Status Report

#### Situation/ Status Update Check in with Planning for situation briefing.

- Obtain necessary equipd supplies from Logistics.

### Operational Duties

#### Situation Status – Map

- Collect, organize and analyze situation information.
- Mark site map appropriately as related reports are received. This includes but is not limited to Search and Rescue reports and damage updates, giving a concise picture status of campus.
- Preserve map as legal document until photographed.
- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home etc.)

#### Situation Analysis:

- Provide current situation assessments based on analysis of information received.
- Develop situation reports for the Command Post to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- Report only to Command Post Personnel. Refer all other requests to Public Information Officer.

#### Closing Down:

- Close out all logs and turn all documents into Documentation.
- Return equipment and reusable supplies to Logistics.

#### Situation Analysis Unit Equipment/Supplies

- 2 way radio

- Paper and pens, pencils
- File boxes

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- Job Description clipboard
- Dry erase board and pens
- Tissues
- Large site map of campus, laminated or covered with Plexiglas

#### C.3 Documentation Unit Primary: Bridgette Brown

This unit is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

##### Start up Actions:

- Check in with Planning Chief for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as vest.
- Determine whether there will be a Staffing Unit and a Finance/Administration Section. If there is neither, the Documentation Unit will be responsible for maintaining all records of any expenditures as well as all personnel time keeping records.

##### Operational Duties

- Maintain time log of the incident, noting all actions and reports.
- Record content of all communication with XXX School District Emergency Operations Center (EOC).
- Record verbal communication for basic content.
- Log in all written reports.
- File all reports for reference.

##### Student and Staff Accounting:

- Receive record and analyze Student Accounting forms.
- Coordinate with the Staffing Unit in Logistics to ensure that staff signs in, recording name, assignment, and time on duty and off duty.
- Check off staff roster. Compute number of students, staff and others on campus for Situation Analysis. Update periodically.
- Report missing persons and site damage to Command Post.
- Report first aid needs to medical team leader.
- File forms for reference.

##### Closing Down:

- Collect and file all paper work and documentation from deactivating sections.
- Securely package and store these documents for future use.
- Return equipment and reusable supplies to Logistics.

##### Documentation Unit Equipment/Supplies

- 2 way radio
- Paper, pens and pencils, file boxes, Job Description Clipboard

#### C.4 Situation Analysis Unit Primary: Bridgette Brown

This section is responsible for the collection, evaluation, documentation and use of information about the

development of the incident and status of resources. Maintain accurate site map. Provide ongoing analysis of situation and resource status.

Start Up Actions:

- Check in with Planning Chief for situation briefing.

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- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as vest or hat.

Operational Duties:

Situation Status- Map

- Collect, organize and analyze situation information.
- Mark site map appropriately as related reports are received. This includes but is not limited to Search and Rescue reports and damage updates, giving a concise picture status of campus.
- Preserve map as a legal document until photographed.
- Use area wide map to record information on major incidents, road closures, and utility outages. Can use by staff for planning routes away from campus.

Situation Analysis:

- Provide current situation assessments based on analysis of information received.
- Develop situation reports for the Command Post to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- Report only to Command Post Personnel. Refer all other requests to Public Information Officer.

Closing Down:

- Close out all logs and turn into Documentation.
- Return equipment and reusable supplies to Logistics.

Situation Analysis Unit Equipment/Supplies

- 2 way radio
- Paper and pens, pencils, dry erase board and pens, tissues
- File boxes
- Job Description clipboard
- Large site map of campus laminated or covered with Plexiglas.

LOGISTICS SECTION D.1 LOGISTICS SECTION CHIEF

Primary: Graciela Alvarez Secondary: Jerry Johnson

The Logistics Section is responsible for providing facilities, services, personnel, equipment, materials and forms in support of the incident. The section set up and maintains an Incident Check-In Roster. The Section is made up of the following units: Supplies/Facilities, Staffing and Communications.

Start up Actions:

- Check in with Incident Commander for situation briefing.
- Obtain on site supplies and open facilities.
- Put on position identifier, such as vest or hat.
- Assume lead of all Logistics positions until staffed.
- Activate Team leaders.
- Begin distribution of supplies and equipment as needed.

**Operational Duties:**

- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Ensure that the Incident Command Post and other facilities are properly set up.
- Coordinate supplies, equipment and personnel needs with the Incident Commander.
- Maintain security of stored supplies and equipment.
- Oversee distribution of supplies and equipment where and as needed.

**Closing Down:**

- At the Incident Commander's direction, deactivate the section and close out all logs.
- Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.

**Logistics Section Chief Equipment/ Supplies**

- 2-way radio
- Job Description clipboard
- Paper, pens and paper
- Cargo container or other storage area with emergency supplies stored on campus.

D.2 Supplies/Facilities Unit Primary: Jerry Johnson This unit is responsible for providing facilities, equipment, supplies and materials in support of the incident.

**Start Up Action:**

- Check in with Logistics chief for situation briefing.
- Open supplies container or other storage area if necessary.
- Put on position identifier, such as vest or hat.
- Begin distribution of supplies and equipment as needed.
- Set up the Command Post.

**Operational Duties:**

- Maintain security of supplies and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating appropriate supplies and equipment.
- Set up Staging Area, Sanitation Area, Feeding Area and other facilities as needed.

**Closing Down:**

- At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned.
- Secure all equipment and supplies.

**Supplies/ Facilities Unit Equipment/ Supplies**

- 2 way radio
- Job Description clipboard
- Paper, pens and paper
- Cargo container or other storage area with emergency supplies stored on campus

**D.3 Staffing Unit Primary: Rachel Nunley**

This unit is responsible for coordinating the check in and assignment of personnel (staff, students, incident

volunteers) in support of the incident. Start Up Actions:

- Check in with Logistics Chief for situation briefing.
- Put on position identifier, such as vest, if available.
- Establish a check in location to insure that all personnel working on the incident are accounted for.
- Post signs so that staff can easily find incident check in location.

Operational duties:

- Open three logs to list staff, volunteers and students who are awaiting assignment.
- Ensure that staff sign in, recording name, assignment, and time on duty and off duty. Make photocopies for the Documentation Unit in the Planning Section.
- Deploy personnel as requested by the Incident Commander.
- Sign in volunteers, making sure that volunteers are wearing ID badges and are on the site disaster list. Unregistered volunteers need to be registered.

Closing Down:

- Ask volunteers to sign out.
- At the Logistic Chief's direction, close out all logs and turn them into Documentation Unit.
- Return all equipment and supplies.

Staffing Unit Equipment/ Supplies

- 2 way radio
- Job Description clipboard
- Paper, pens and paper
- Cargo container or other storage area with emergency supplies stored on campus

#### D.4 Communications Unit Primary: Frank Williams

This unit is responsible for establishing, coordinating and directing verbal and written communications within the school disaster site and with the School District. If the School District cannot be contacted, communications may be made with outside agencies when necessary.

Personnel: School staff member with two-way radio, supported by student or disaster volunteer runners, and if available, a Disaster volunteer who is a qualified amateur radio operator.

Start Up Actions:

- Set up Communications station in a quiet location with access to the Command Post.
- Turn on radios and advise Command Post when ready to accept radio traffic.

Operational Duties:

- Coordinate all communications between site, XXX School District and local Emergency Operations Center.
- Use runners to deliver messages to the Incident Commander with copies to the Planning Section Chief.
- Maintain Communications log: Date/ Time/ Originator/ Recipient.
- Monitor AM/FM radio stations and local TV for local emergency news.
- Direct the media or the public to the Public Information Officer.

Closing Down:

- Close out all logs, message forms, etc. and turn them over to Documentation.
- Return all equipment and unused supplies to Logistics.

#### Communications Unit Equipment/ Supplies

- 2 way radios with spare batteries for each
- Job description clipboard
- Paper, pens and pencils
- Table and chairs
- AM/FM Radio and television if possible
- File boxes
- Tote tray for outgoing messages
- Activity Log

#### D.5 Transportation Unit

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Primary: Luis Ramirez

The Transportation Unit is responsible for implementing the transportation plan during school emergencies. Part of those responsibilities include assessing the need for buses and trucks for the ferrying of students, staff and/or supplies and directing vehicles to where they are needed.

##### Start Up Actions:

- Attend a briefing with the Logistics Section Chief and the Supplies and Staffing Team Leader.
- Open and maintain position activity log.
- Gather all supplies and personal safety gear.

##### Operational Duties:

- Implement various components of the transportation plan.
- Direct the use of vehicles on campus.
- Stay in contact with Section Chief about the needs of other sections.

##### Closing Down:

- Release staff and volunteers per direction of Incident Commander.
- Arrange for return of vehicles to vendors.
- Make sure all equipment and reusable supplies are safely and securely stored.
- Close out all logs, messages forms, etc and turn them over to Documentation.
- Return all equipment and unused supplies to Logistics.

##### Transportation Unit Equipment/ Supplies

- 2 way radios with spare batteries for each
- Job description clipboard
- Paper, pens and pencils
- Table and chairs
- AM/FM Radio and television if possible
- File boxes
- Tote tray for outgoing messages
- Activity Log



## FINANCE/ADMINISTRATION SECTION E.1 FINANCE/ADMINISTRATION SECTION CHIEF Primary: Matt Brown

The Finance/Administration Section is responsible for financial tracking, procurement and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

### Start Up Actions:

- Check in with Incident Commander for situation briefing.
- Put on position identifier, such as vest or hat.
- Locate and set up workspace.
- Check in with the Documentation Clerk to collect records and information, which relate to personnel time keeping and/or purchasing.

### Operational Duties:

- Assume all duties of the Recordkeeping Unit until staff is available and assigned.
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Document all expenses for possible future reimbursement.

### Closing Down:

- At the Incident Commander's direction, deactivate the section and close out all logs.
- Verify that closing tasks of all Finance/Administration positions have been accomplished. Secure all documents and records.

### Finance/Administration Equipment/ Supplies

- Job Description clipboard
- Paper, Pens and Pencils
- Activity Log

## E.2 Record keeping Unit Primary: Shawwna Lawson

The Record keeping Unit is responsible for ensuring that records for personnel costs, volunteers, payroll, purchasing materials and supplies, insurance claims and cost recovery are maintained during campus emergencies.

### Start Up Actions:

- Attend a briefing with Finance/Administration Section Chief.
- Locate all supplies.
- Activate personnel and make appropriate assignments.

### Operational Duties:

- Monitor the tracking of staff and volunteer hours.
- Monitor the tracking of response-related requests and purchases.
- Facilitate the processing of purchase requests from Logistics Section Chief.

### Closing Down:

- Release staff and volunteers per direction of Section Chief.
- Make sure all equipment and unused supplies are returned to Logistics.
- Complete/close-out all logs and turn them over Documentation Team.

### Recordkeeping Unit Equipment/ Supplies

- Job Description clipboard

- Paper, Pens and Pencils
- Activity Log

#### .TEACH DISTRICT EMERGENCY RESPONSE PROCEDURES

- Local Emergency and Agency Phone Numbers
- Overview of Emergency Procedures
- Initial Response to Emergencies
- Duck and Cover
- Shelter In-Place
- Lock Down
- Building Evacuation
- Off- Site Evacuation
- All-Clear
- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- Bus Disaster
- Disorderly Conduct
- Earthquake
- Explosion
- Fire
- Fire on School Grounds
- Flooding
- Incapacitated Staff Member
- Loss of Utilities
- Motor Vehicle Crash
- Psychological Trauma
- Suspected Contamination of Food and/ or Water
- Unlawful Walkout/Demonstration
- Windstorm
- First Aid Guidelines

Each procedure is described in detail and utilizes the school emergency management team for emergency procedures. Not every position may need to be activated on every incident. Each incident needs to be evaluated

individually with appropriate response initiated depending on the complexity.

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures, and should consider modifications as necessary to assure the health and safety of all personnel during an emergency.

### **Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

### **Planning & Intelligence**

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

### **Operations**

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

### **Logistics**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

### **Finance & Administration**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

## **Emergency Response Guidelines**

### **Step One: Identify the Type of Emergency**

Assess the situation carefully yet quickly. Is there immediate danger to staff or students? Is the danger within the building or outside the building? What is the magnitude of the event?

### **Step Two: Identify the Level of Emergency**

What is the magnitude of the event? Is it life threatening? What needs to be done immediately to protect safety while further information is gathered?

### **Step Three: Determine the Immediate Response Action**

Do not delay in calling 911 and the District Office. It is better to have emergency responders arrive and not be

needed then to delay calling them and risk injury or harm.

#### **Step Four: Communicate the Appropriate Response Action**

Communicate clearly to staff and students what they should do immediately. Activate the emergency response team at the school as needed.

#### **AIRCRAFT CRASH**

Address situations involving an Aircraft Crash on or in proximity to school property.

##### **Procedure**

1. Call 911. School Administrator initiates appropriate immediate Response Action.
2. If school Administrator issues Evacuate Building action, staff and students evacuate buildings by prescribed routes or other safe routes to assembly/shelter area.
3. Teachers bring their student roster and take attendance at assembly/shelter site to account for students. Student Care Team notified of any missing students.
4. School Administrator calls District.
5. If on school property, Site Security secures crash area to prevent unauthorized access. For fuel or chemical spill on school property or utility interruption see appropriate section of Emergency Response Guide.
6. School Administrator directs Site Security Team to organize fire suppression activities until Fire Department arrives.
7. Medical Team checks injuries and provides appropriate first aid.
8. Any affected areas closed until appropriate public safety and hazardous materials agency provide clearance and School Administrator issues authorization to do so.
9. If it is unsafe to remain on campus, School Administrator initiates Off-Site Evacuation.

#### **ANIMAL DISTURBANCE**

Procedure implemented when presence of a vicious animal or any wild animal threatens safety of students and staff.

##### **Procedure:**

1. School Administrator initiates appropriate Immediate Response Actions, which may include Lock Down or Evacuate Building.
2. Staff members attempt to isolate animal from students and staff, if it is safe to do so. If animal is outside, students are kept inside.  
If animal is inside, students remain outside away from animal. Isolate animal if possible.
3. For outside assistance, School Administrator is to call 911. If the situation is not life threatening, you can call the following appropriate number:
4. If staff member or student is injured, School/District Nurse, District Office and parent is notified.
5. School Administrator initiates Off-Site Evacuation if warranted.

## **ARMED ASSAULT ON CAMPUS**

Armed Assault on Campus involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Guns, knives or other harmful devices may be involved.

### **Procedure:**

1. Upon first indication or armed assault, school personnel immediately call 911. Police is notified via radio or cell phone.
2. School Administrator is notified. School Administrator assures or designates a person to remain online with Police/Sheriff if safe to do so.
3. If suspect is seen, do not engage. This could generate a hostage situation. Give 911 operator a detailed description of suspect(s). If suspect is outside, try to keep suspect outside.
4. School Administrator initiates Lock Down Procedures.
5. Staff keeps everyone in an area under cover and as concealed as possible. Stay behind solid walls and doors; keep away from windows.
6. If students are in class at time of Lock Down, staff will:
  - Explain that there is an emergency.
  - Lock all classroom doors.
  - Have students lie on floor, behind or underneath solid objects.
  - Close blinds stay away from windows.
  - Control all cell phone activity.
  - Remain in classroom until personally advised to move by administration or law enforcement.
7. If students are not in class at time of Lock Down, staff will:
  - Move students to nearest available safe building, without drawing attention to self or students. If doors are locked, continue to look for a safe area.
  - Once inside, lock doors if possible; if lock is on outside of door, attempt secure door from inside.
  - Follow remaining steps in item 6 above.
8. Staff takes steps to calm and control students, and if safe to do so, attempt to maintain separation between students and suspect(s).
9. Maintain order in all areas of assembly or shelter, await arrival of law enforcement. Be prepared for lengthy stay.
10. All Clear signal will be made by personal notification only, after consultation with Law Enforcement Administrative Personnel on scene.
11. Staff is not to act upon bells or PA messages without this Personal Notification.

## **BIOLOGICAL OR CHEMICAL RELEASE**

A biological or Chemical Release involves discharge of a biological or chemical substance in a solid, liquid or gaseous state. The release of radioactive materials may happen. Common chemical threats within or adjacent to schools include discharge of acid in a school laboratory, overturned truck of hazardous materials in proximity of the school, or a nearby explosion at oil refinery, chemical plant or railroad yard.

Indicators suggesting the release of a biological or chemical substance: multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include an unusual odor or the presence of distressed animals or dead birds.

### **Scenario 1- Substance Released Inside a Room or Building**

#### **Procedure**

1. School Administrator initiates Evacuate Building. Staff uses designated routes or other alternative safe routes to assigned assembly/shelter site, located upwind of affected room or building.
2. School Administrator call 911, providing exact location and nature of emergency.
3. School Administrator notifies District of situation.
4. Access to potentially contaminated areas is restricted.
5. Site Security Teams turns off local fans in area of release, closes windows and doors and shuts down the building's air system, if this can be done without exposure to released substance.
6. Persons who have come into direct contact with hazardous substances move to an area with fresh, clean air and wash with soap and water. Immediately remove and contain contaminated clothing. Do not use bleach or other disinfectants on potentially exposed skin. Individuals who have been contaminated "tropically" by a liquid are segregated from unaffected individuals (isolation does not apply to widespread airborne releases).  
Affected individuals remain isolated until cleared for by release by XXX County HazMat Interagency Team or XXX County Health Department. A member of Medical Team assesses need for medical attention, but should not come in contact with exposed persons unless fully protected with personal protective equipment.
7. Student Care Team provides a list of all people in affected room or contaminated area, specifying those who may have had actual contact with substance.
8. Any affected areas will not be reopened until XXX County HazMat Interagency Team or appropriate agency provides clearance and School Administrator gives authorization to do so.

## **Scenario 2- Substance Released Outdoors and Localized**

### **Procedure**

1. School Administrator determines appropriate immediate Response Action, which may include Shelter-In-Place or Evacuate Building while directing staff to remove students from affected areas to area upwind from the release.
2. Site Security Team establishes safe perimeter around affected area and ensures personnel do not reenter area.
3. School Administrator calls "911," providing exact location and nature of emergency.
4. School Administrator notifies District of situation. A District Representative shall immediately notify the State Office of Emergency Services, (800) 852-7550 and advise of the situation.
5. Site Security Teams turns off local fans in area of release, closes windows and doors and shuts down the building's air system, if this can be done without exposure to released substance.
6. Persons who have come into direct contact with hazardous substances move to an area with fresh, clean air and wash with soap and water. Immediately remove and contain contaminated clothing. Do not use bleach or other disinfectants on potentially exposed skin. Individuals who have been contaminated "tropically" by a liquid are segregated from unaffected individuals (isolation does not apply to widespread airborne releases).  
Affected individuals remain isolated until cleared for by release by XXX County HazMat Interagency Team or XXX County Health Department. A member of Medical Team assesses need for medical attention, but should not come in contact with exposed persons unless fully protected with personal protective equipment.
7. Student Care Team provides list of all people in areas of contamination, especially those who may have had actual contact with substance.
8. Any affected areas will not be reopened until XXX County Interagency HazMat Team or appropriate agency provides clearance and School Administrator gives authorization to do so.

## **Scenario 3: Substance Released In Surrounding Community**

### **Procedure**

1. School Administrator or local authorities determine potentially toxic substance has been released into the atmosphere. School Administrator initiates Shelter-In-Place.
2. Upon receiving Shelter-In-Place, notification, Site Security Team turns off local fans in area; closes and locks doors and windows; shuts down all building's air conditioning systems; seals gap under doors and windows with wet towels and/or duct tape; seals vents with aluminum foil or plastic wrap, and turns off sources of ignition, such as pilot lights.
3. Staff and students located outdoors are directed to proceed immediately to nearby classrooms or buildings. Teachers communicate their locations to School Administrator, using the PA system or other means without leaving the building.
4. School Administrator "calls 911", providing exact location and nature of emergency.
5. School Administration notifies District Office of situation.

Bomb Threat/ Threat Of violence

#### **BOMB THREAT**

Responses to Bomb Threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that present risk of an explosion.

#### **Procedure**

1. If threat is received by telephone, person receiving the call attempts to keep the caller on the telephone as long as possible and alerts someone else to contact School Administrator, Police Department and District Pupil Personnel Services.
2. The person receiving the call is to stay calm and speak calmly. Listen closely to voice of caller to determine caller's age, sex, accent, speech impediment etc. Listen for background noise such as payphone, school yard, busy traffic, railroad cars, PA systems etc.
3. Person answering the bomb threat asks the following questions, records the answers, and then immediately notifies School Administrator and/or School Police Officer:
  - When is the bomb going to explode?
  - Where is it?
  - What will cause it to explode?
  - What kind of bomb is it?
  - What's your name?
  - Why are you doing this?
  - What can we do for you to avoid this?
  - Can I call you back? Give me your number.
4. Advise District Office of Pupil Personnel
5. Depending on the seriousness of the threat, make a decision whether or not to evacuate.
6. With Administration, Police Officers and Security Teams and other appropriate staff conduct a search of the school. If a strange or suspicious object is discovered, it is NOT to be touched, handled or moved by searching personnel. Notify jurisdictional law enforcement agency of situation by "calling 911."

7. Have appropriate staff contain area, keeping everyone away. Have other search teams continue to search until all areas of the campus and buildings have been completely searched (possibility of secondary device or object could have been planted). All Cell

Phones should be turned off and not used.

8. After search, School Administrator determines appropriate Immediate Response Action(s), which may include DUCK AND COVER,

LOCK DOWN, EVACUATE BUILDING OR OFF-SITE EVACUATION.

9. When suspicious object or bomb is found, School Administrator issues Evacuate Building Action. Staff and students evacuate building using prescribed routes or alternate safe routes away from object to assembly/shelter site.

10. Teachers bring student roster and take attendance at assembly area to account for students. Teachers notify Student Care

Team of missing students.

11. School activities are not resumed until affected area and school has been inspected and searched by proper authorities and determined to be safe. School Administrator will make All Clear Announcement.

### **Bus Disaster**

Communicate with District.

Contact all parents of students.

Disorderly Conduct

### **DISORDERLY CONDUCT (INDIVIDUAL)**

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If perpetrator is armed,

refer to Armed Assault on Campus Procedures.

Procedure

1. Upon witnessing Disorderly Conduct, staff takes steps to calm and control situation and attempt to isolate perpetrator from other students and staff, if it is safe to do so.
2. School staff calls 911, TPS School District Office of Pupil Personnel and Police Department.
3. School Administrator and/or Police Officer assesses situation and calls TPS School District Pupil Personnel/Police Department for additional officers to respond. Continued assessment is necessary for deployment of additional officers to respond and assist from other agencies. District personnel and/or officers on scene "calls 911."
4. If immediate threat is not clearly evident, School Administrator and/or Police Officer may attempt to diffuse situation. Approach perpetrator in calm, non-confrontational manner and request he/she cooperate and try to talk. For safety, the perpetrator may be detained and handcuffed for their safety and safety of others.
5. If perpetrator is a student, an attempt is made to notify the family. (Family members may have information and provide information on handling the student.)
6. School Administrator notifies District Office of situation.

### **DISORDERLY CONDUCT/RIOT (GROUPS)**

Disorderly Conduct or Riot is large gathering of students who become out of control and participate in violent or non-violent activities. Keeping majority of students not involved in this type of illegal activity isolated and away from activity is imperative in bringing these actions under control.

**Procedure**



1. Upon witnessing Disorderly Conduct of this nature, staff takes steps to calm and control situation and attempt to isolate those involved from each other.
2. Other staff attempts to calm and control other students not involved and get them on their way to class or off campus if incident is after school. While doing this, attempt to locate and identify witnesses who may provide information for School Administrators and/or Police.
3. Staff immediately notifies School Administrator and/or Police Officer via two-way radio.
4. School Administrator and/or School Police Officer assesses situation and calls TPS School District Pupil Personnel/Police Department for additional officers to respond. Continued assessment is necessary for deployment of additional officers to respond and assist from other agencies. District personnel and/or officers on scene "calls 911."
5. School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation.
6. Secure all gates and entrances to the campus.
7. Only authorized personnel are to be allowed in or out of the site.
8. Sign-in and Sign-out all authorized visitors noting date and time, telephone number and reason for visit.
9. During passing periods, All Staff should be on campus supervising, while teachers stand at the doorways to their classrooms watching and supervising students.
10. Staff is to report any suspicious activity, break up groups of students loitering and listen for any rumors or reports of possible ongoing activity by students. Maximum supervision by staff is recommended during student lunch periods.
11. School Site Parent Groups may be contacted to assist with supervision and help monitor activity.
12. Notify appropriate District Personnel for assistance as needed.

#### Earthquake

#### **EARTHQUAKE**

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings and injuries.

Even a mild tremor can create a potentially hazardous situation. The following procedures should be implemented in response to all earthquakes, regardless of magnitude.

#### **Procedure:**

Note: Keep calm and remain where you are. Assess situation, then act. Remember, most injuries or deaths are direct cause of falling or flying debris.

1. Upon first indication of an earthquake, teachers direct students to Duck and Cover.
2. Move away from windows and overhead hazards to avoid glass and falling objects
3. When shaking stops, School Administrator initiates Evacuate Building. Staff and students evacuate buildings using prescribed routes or other safe routes to assembly/shelter site.
4. Teachers bring their student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
5. If injury or damage is suspected, School Administrator "calls 911."
6. School Administrator contacts District Office
7. Site Security Team attempts to suppress fires with extinguishers.

8. Site Security Team notifies school personnel of fallen electrical wires.
9. Site Security Team turns checks for gas main leaks and water leaks and notifies plant supervisor of situation.
10. Site Security Team is directed to stand post in areas of building to keep people from entering.
11. Site Security Team Leader notifies plant supervisor to contact appropriate utility companies of any damages to water lines, sewers, power lines and other utilities.
12. Medical Team checks for injuries and provides appropriate first aid.
13. If area appears safe, Search and Rescue Team makes initial inspection of school buildings to identify any injured or trapped students or staff.
14. School Administrator stays in contact with District Personnel.
15. School Administrator confers with TPS School District Director of Facilities and Director of Maintenance and/or Designees to ensure buildings are safe for re-occupancy. When safe to do so, Site Security Team conducts inspection of school buildings. Site Security Team maintains a log of their findings, by building and provides periodic report to Incident Commander.
16. Any affected areas are not reopened until Local District Facilities Director provides clearance and School Administrator gives authorization to do so.
17. School Administrator initiates Off- Site Evacuation if warranted.

Explosion or Risk Of Explosion

### **EXPLOSION/ RISK OF EXPLOSION**

#### **Scenario 1: Explosion on School Property**

##### **Procedure**

1. In event of explosion, all persons initiate Duck and Cover
2. School Administrator and/or School Police Officer consider possibility of another imminent explosion and takes appropriate action.
3. After explosion, School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In- Place,  
Evacuate Building, or Off-Site Evacuation. Evacuation may be warranted in some buildings and other buildings may be used for shelter.
4. In event of evacuation, staff and students use prescribed routes or other safe routes and proceed to assembly/shelter site.
5. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
6. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
7. Site Security Team and/or Plant Supervisor turns off school's main gas supply.
8. Medical Team, when safe, checks for injuries and provides appropriate first aid.
9. Staff attempts to suppress fires with fire extinguishers.
10. Site Security Team Leader notifies appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
11. Site Security Team Leader posts guards safe distance away from building entrance preventing persons entering school buildings,  
considering possible secondary explosion sites.

12. When determined by emergency response officials to be safe to enter affected areas, School Administrator advises Search and Rescue Team to initiate search and rescue efforts.
13. School Administrator confers with TPS School District Director of Facilities and Director of Maintenance and/or Designees to ensure buildings are safe for re-occupancy. When safe to do so, Site Security Team conducts inspection of school buildings. Site Security Team maintains a log of their findings, by building and provides periodic report to Incident Commander.
14. Any areas affected by explosion are not reopened until appropriate agency provides clearance and School Administrator gives authorization.
15. School Administrator initiates Off- Site Evacuation if warranted.

### **Scenario 2: Risk of Explosion on School Property**

#### **Procedure**

1. School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In- Place, Evacuate Building, or Off-Site Evacuation.
2. If School Administrator issues Evacuate Building Action, staff and students evacuate building using prescribed routes or other safe routes to assembly/shelter site.
3. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
4. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
5. Site Security Team and/or Plant Supervisor turns off school's main gas supply.
6. Staff attempts to suppress fires with fire extinguishers.
7. School Administrator advises Search and Rescue Team to initiate search and rescue efforts if warranted.
8. Site Security Team Leader notifies appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
9. Any areas affected by explosion are not reopened until appropriate agency provides clearance and School Administrator gives authorization.
10. School Administrator initiates Off- Site Evacuation if warranted.

### **Scenario 3: Explosion or Risk of Explosion in Surrounding Area**

#### **Procedure**

1. School Administrator initiates Shelter-In-Place.
2. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
3. School Administrator takes further actions as needed.
4. School Remains in Shelter-In-Place condition until appropriate agency gives clearance that situation is under control. Upon receiving clearance, School Administrator gives All- Clear Announcement.

### **Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials**

#### **Procedure**

1. School Administrator initiates Shelter-In-Place.
2. When sheltering, personnel establish adequate barriers or shielding (concrete walls, metal doors etc.) between themselves and source of blast or explosion and avoids sheltering near exterior windows.

3. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
4. After initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid and relocate students from upper floors if possible.
5. Site Security Team/Plant Supervisor turns off schools main gas supply, local fans in area; closes and locks doors and windows; shuts down all building's air conditioning systems; seal gaps under doors and windows with wet towels or duct tape.
6. School remains in Shelter-In-Place condition until County of Los Angeles HazMat Team or appropriate agency provides clearance and School Administrator issues further instructions.

#### Fire in Surrounding Area

##### **FIRE ON SCHOOL GROUNDS**

Procedure addresses situations where fire is discovered on school grounds. A quick response situation is very important to prevent injuries and property damage.

##### **Procedure**

1. Upon discovery of fire, signal fire alarm and teachers and staff direct all students out of building and area in a calm and orderly manner.
2. School Administrator immediately initiates Evacuate Building. Staff and students evacuate using prescribed routes or other safe routes to assembly/shelter site.
3. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
4. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
5. Site Security Team suppresses fires and initiates rescue procedures until local fire department arrives.
6. Site Security Team secures area to prevent unauthorized entry and keeps access roads and gates clear for emergency vehicles.
7. Site Security Team Leader directs fire department to fire and briefs department official on situation.
8. Site Security Team/Plant Supervisor notifies Maintenance and Operations Director or Designee of situation and also informs to contact any affected utility companies to respond.
9. If needed, Director of Transportation or Designee is notified for buses to evacuate students and staff if warranted.
10. Any affected areas are not reopened until local fire department or appropriate agency provides clearance and School Administration.
11. All fires, regardless of size, which are extinguished by school personnel, require a contact to fire department to indicate "fire is out" and to request fire department to respond for investigation and confirm.

##### **FIRE IN SURROUNDING AREA**

Procedure addresses fire discovered in area adjoining school. The initiated response actions take into consideration location and size of fire, its proximity to school and likelihood that fire may affect school.

##### **Procedure**

1. School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation.
2. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.

3. School Administration instructs Site Security Team to prevent students from approaching fire and keep routes open for emergency vehicles.
4. Agency Liaison works with fire department to determine if school grounds are threatened by fire, smoke, or other hazardous conditions.
5. If School Administrator issues Evacuate Building, staff and students evacuate affected building(s) using prescribed routes or other safe routes to assembly/shelter site.
6. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
7. If needed, Director of Transportation is notified for request of buses for student and staff evacuation.
9. School Administrator initiates Off- Site Evacuation if warranted.

#### Flooding

##### **FLOODING**

Procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings.

Flooding may occur as a result of prolonged periods of rainfall, where school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or failure of a man-made dam.

##### **Procedure**

1. School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation.
2. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
3. If School Administrator issues Evacuate Building or Off-Site Evacuation, staff and students evacuate affected building(s) using prescribed routes or other safe routes to assembly/shelter site.
4. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
5. Switch all passing bells to manual operation.
6. Contact appropriate TPS School District Departments as needed:

#### Loss or Failure Of Utilities

##### **LOSS OR FAILURE OF UTILITIES**

Procedure addresses situations involving loss of water, power or other utility on school grounds. Should also be used in event of discovery of gas leak, exposed electrical line, or break in sewer lines.

##### **Procedure**

1. If water or electrical line is broken, efforts are made to turn off water or power to affected area and to notify School Administrator and Site Plant Supervisor immediately.
2. Upon notice of loss of utilities, School Administrator assesses situation and determines if appropriate Immediate Response Actions, which may include Shelter-In-Place or Evacuate Building, are to be initiated.
3. School Administrator or Designee (Site Plant Supervisor) notifies TPS School District Maintenance and Operations Administrators and informs them of situation which includes location and nature of situation/emergency. Additional appropriate personnel are notified at discretion of School Administrator.

4. Maintenance Personnel, working with School Administration, contact affected utility company to determine weather their assistance is required and determine potential length of time service will be interrupted.
5. School Administrator along with appropriate personnel, make decision whether to postpone remaining school day and arrange for early student dismissal.
6. Public Information Officer arranges for media announcements regarding situation.

### **Pandemic**

Follow CDC and State Health Recommendations

Psychological Trauma

### **PSYCHOLOGICAL TRAUMA/ AFTERMATH COUNSELING**

Crisis Management Actions are to be taken during and subsequent to any emergency that may have psychological impact on students and staff, such as act of violence; death of a student or staff member; earthquake or other natural disaster; serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from community and news media.

As a result of such emergencies, students and staff may exhibit variety of psychological reactions. As soon as physical safety of those involved has been insured, attention must turn to meeting emotional and psychological needs of students and staff.

### **Procedure**

1. School Administrator establishes Medical Team, which has primary responsibility for providing necessary assistance after all types of crisis, including psychological first aid.
2. Medical Team assesses range of crisis intervention services needed during and following the emergency.
3. Medical Team provides for or arranges for direct intervention services.
4. If there is need for additional counseling services, School Administrator notifies District Superintendent or Designee.
5. Medical Team advises and assists School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, Medical Team members provide ongoing assessment of needs and follow-up services as required.

Suspected Contamination of Food or Water

### **SUSPECTED CONTAMINATION OF FOOD OR WATER**

Procedure followed if site personnel report suspected contamination of food or water. Procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

### **Procedure**

1. School Administrator and, Cafeteria Supervisor or Plant Supervisor isolates suspected contaminated food/water to prevent consumption and restricts access.
2. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
3. County and State of California notification protocols are followed at this time.
4. School Administrator provides list of all potentially affected students and staff.
5. Medical Team and Responding Emergency Personnel assess need for medical attention and provide first aid as appropriate
6. School Administrator maintains a log of affected students and staff and symptoms; food/water suspected to be contaminated, quantity and character of products consumed and other pertinent information.
7. School Administrator confers with all appropriate agencies before resumption of normal operations.
8. School Administrator notifies parents of incident, as appropriate.

#### **Tactical Responses to Criminal Incidents**

Notify appropriate District Personnel for assistance as needed.

Communicate with Law enforcement

Follow orders given by law enforcement

Unlawful Demonstration or Walkout

#### **UNLAWFUL DEMONSTRATION/ WALKOUT**

An Unlawful demonstration/ walkout is any unauthorized assemblage on or off campus by staff or students for purpose of protest or demonstration.

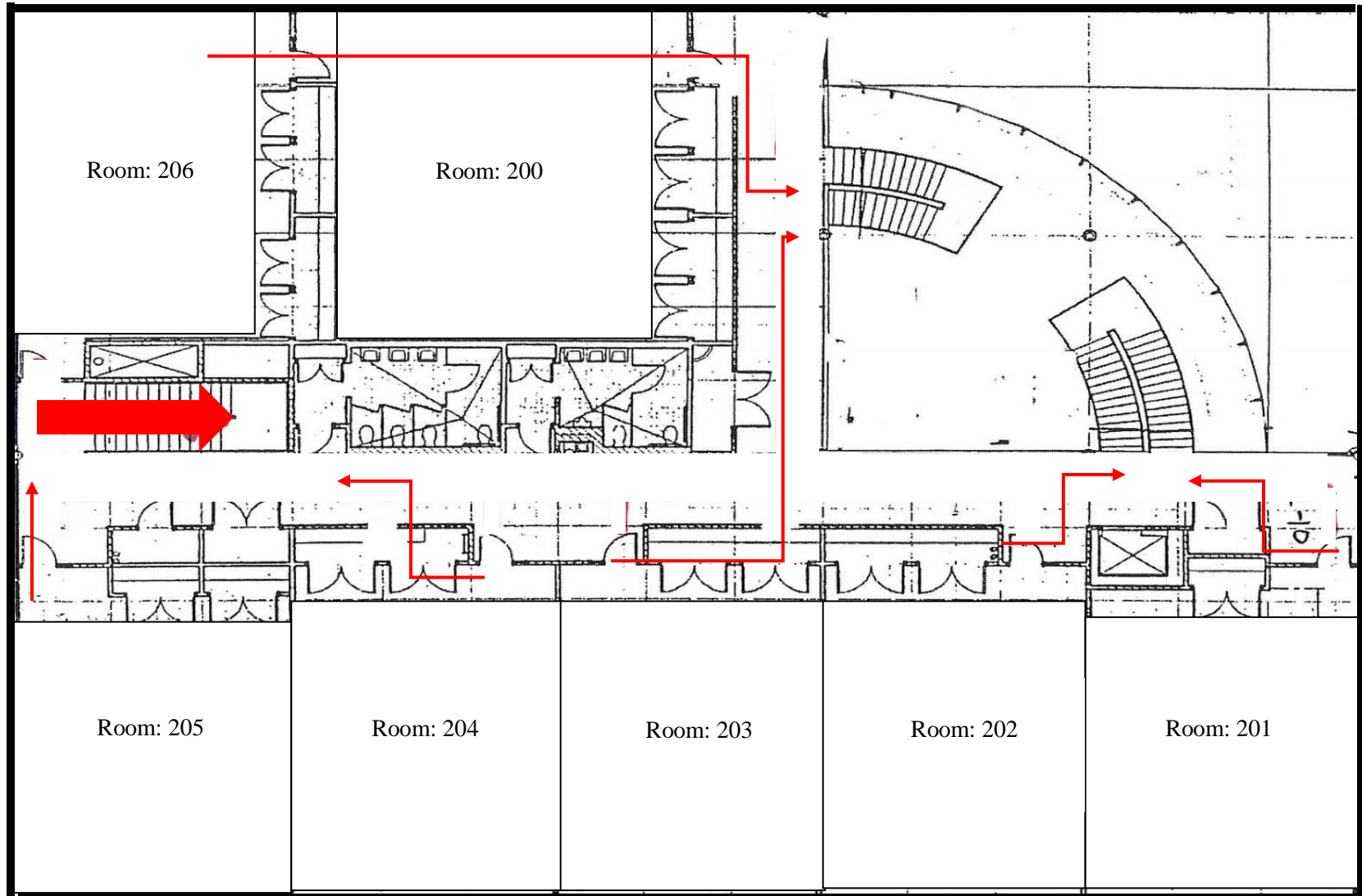
#### **Procedure**

1. Upon indication that unlawful demonstration or walkout is about to begin, personnel immediately notify School Administrator.
2. School Administrator assesses situation and initiates appropriate Immediate Response Actions, which may include Shelter-In-Place.
3. School Administrator notifies TPS School District Pupil Personnel/Police Department
4. Student Release Team immediately proceeds to control student ingress and egress. Each person entering or leaving campus is required to sign his/her name and record other pertinent information.
5. If students leave campus, School Police along with School Administrators and allied law enforcement agencies will accompany them. All attempts will be made to guide and control actions of students while off-site.
6. Students not participating in demonstration or walkout are kept within their classrooms until further notice by School Administrator. Teachers close and lock classroom doors. Students and staff are protected from flying glass in event windows are broken by closing drapes and blinds in rooms so equipped.
7. Documentation Unit staff attempt to keep accurate record of events, conversations and actions.
8. All media inquiries are referred to TPS School District Public Information Officer.
9. School Administrator proceeds in good judgment on basis of police or other legal advice, in taking action to control and resolve situation.
10. School Administrator notifies parents of incident, as appropriate.

# Emergency Route Second Floor



10000 S. Western Ave  
Los Angeles, CA 90047  
323-872-0809; Fax: 323-351-2322

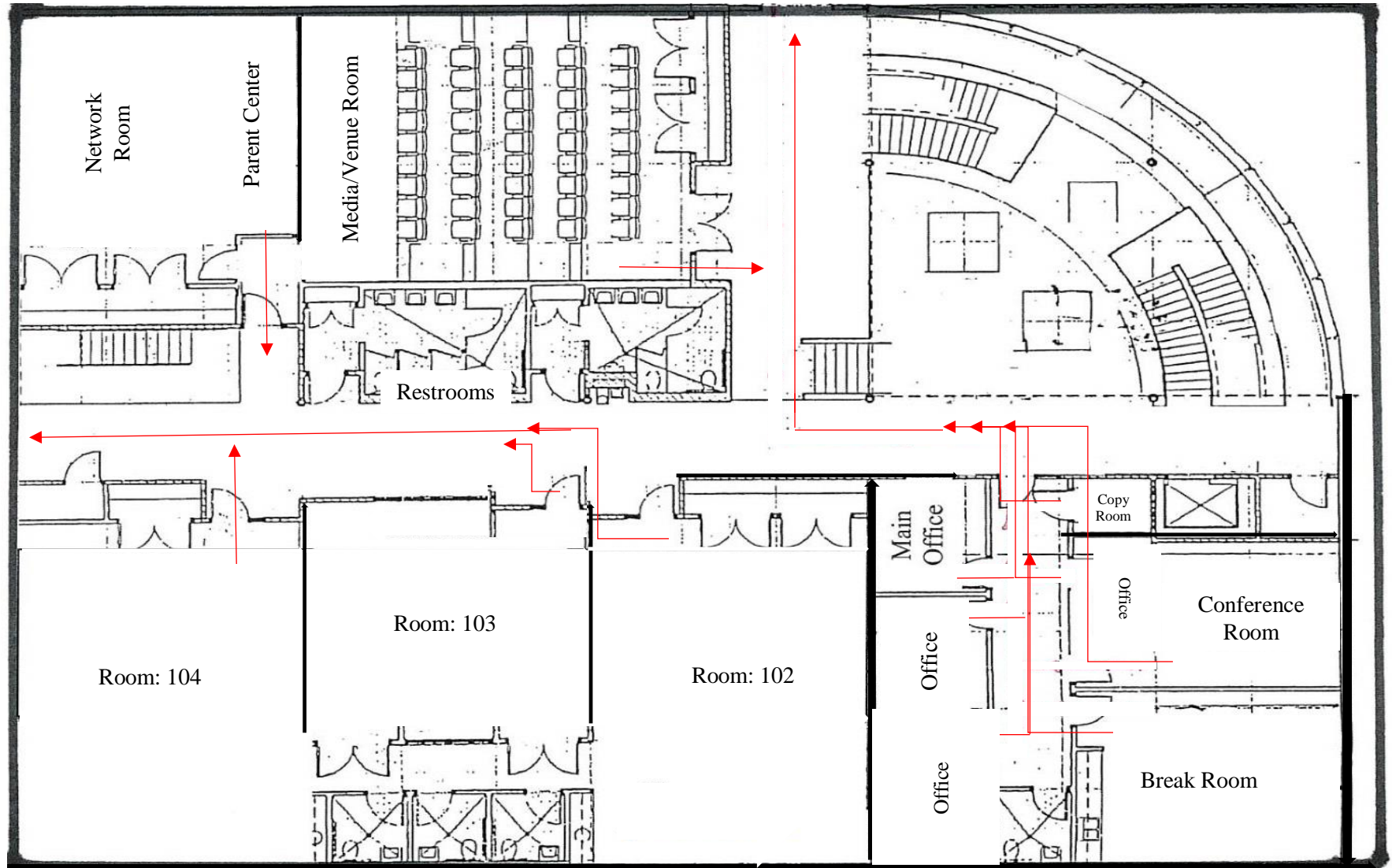




# Emergency Route First Floor



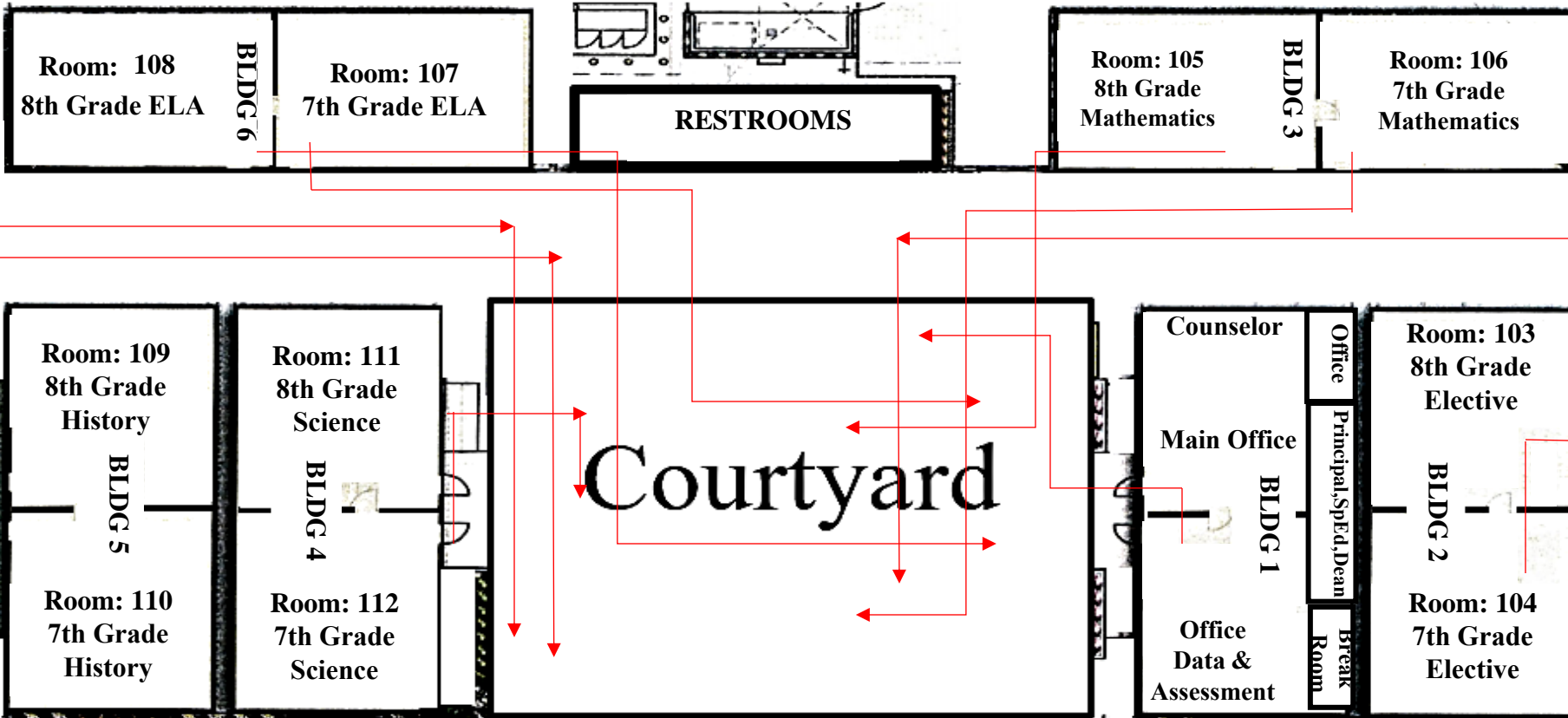
10000 S. Western Ave  
Los Angeles, CA 90047  
323-872-0809; Fax: 323-351-2322





**TEACH**  
ACADEMY OF TECHNOLOGIES

ALLEY



S. WESTERN AVENUE

10045 S. Western Ave. LA, CA 90047  
Phone: 323-872-0809; Fax 323-351-2322  
teachps.org

# Comprehensive School Safety Plan

## 2024-2025 School Year

**School:** TEACH TECH Charter High School

**CDS Code:** 19647330129627

**District:** TEACH Tech Charter High School

**Address:** 10616 S. Western Avenue  
Los Angeles, CA 90047

**Date of Adoption:** July 2021

**Date of Update:**

**Date of Review:**

- with Staff
- with Law Enforcement
- with Fire Authority

**Approved by:**

Dr. Raul Carranza	Superintendent	RL	

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## Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at 10616 S. Western Avenue, Los Angeles.

### Safety Plan Vision

TEACH Public Schools is committed to maintaining safe and secure campuses for all of its pupils and staff. To that end, this Comprehensive School Safety Plan covers TEACH's policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All school employees should receive training in the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan annually.

### CAMPUS SAFETY AND SECURITY

Each school and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe. School seeks to create a challenging learning environment that encourages high expectations for success through development appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have

our parents, teachers, and community members actively involved on our students' learning

## **Components of the Comprehensive School Safety Plan (EC 32281)**

### **TEACH TECH Charter High School Safety Committee**

Leadership Team and Teacher

### **Assessment of School Safety**

Self Monitoring Tool and Leadership Meeting

### **Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)**

Safe School Planning Education Codes

200. It is the policy of the State of California to afford all persons in public schools, regardless of their 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, equal rights and opportunities in the educational institutions of the state. The purpose of this chapter is to prohibit acts that are contrary to that policy and to provide remedies therefor.

201. (a) All pupils have the right to participate fully in the educational process, free from discrimination and harassment. (b) California's public schools have an affirmative obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity.

(c) Harassment on school grounds directed at an individual on the basis of personal characteristics or status creates a hostile environment and jeopardizes equal educational opportunity as guaranteed by the California Constitution and the United States Constitution.

(d) There is an urgent need to prevent and respond to acts of hate violence and bias-related incidents that are occurring at an increasing rate in California's public schools.

(e) There is an urgent need to teach and inform pupils in the public schools about their rights, as guaranteed by the federal and state constitutions, in order to increase pupils' awareness and understanding of their rights and the rights of others, with the intention of promoting tolerance and sensitivity in public schools and in society as a means of responding to potential harassment and hate violence.

(f) It is the intent of the Legislature that each public school undertake educational activities to counter discriminatory incidents on school grounds and, within constitutional bounds, to minimize and eliminate a hostile environment on school grounds that impairs the access of pupils to equal educational opportunity.

234. (a) This article shall be known, and may be cited, as the Safe Place to Learn Act.

(b) It is the policy of the State of California to ensure that all local educational agencies continue to work to reduce discrimination, harassment, violence, intimidation, and bullying. It is further the policy of the state to improve pupil safety at schools and the connections between pupils and supportive adults, schools, and communities.

234.1. The department, pursuant to subdivision (b) of Section 64001, shall monitor adherence to the requirements of Chapter 5.3 (commencing with Section 4900) of Division 1 of Title 5 of the California Code of Regulations and this chapter as part of its regular monitoring and review of local educational agencies, commonly known as the Categorical Program Monitoring process. The department shall assess whether local educational agencies have done all of the following:

(a) Adopted a policy that prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220 of this code, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. The policy shall include a statement that the policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district. (b)

Adopted a process for receiving and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220 of this code, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. The complaint process shall include, but not be limited to, all of the following:

(1) A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so.

- (2) A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the school district.
- (3) An appeal process afforded to the complainant should he or she disagree with the resolution of a complaint filed pursuant to this section.
- (4) All forms developed pursuant to this process shall be translated pursuant to Section 48985.
- (c) Publicized anti discrimination, anti harassment, anti-intimidation, and anti bullying policies adopted pursuant to subdivision (a), including information about the manner in which to file a complaint, to pupils, parents, employees, agents of the governing board, and the general public. The information shall be translated pursuant to Section 48985. (d) Provided, incident to the publicizing described in subdivision (c), to certificated school site employees who serve pupils in any of grades 7 to 12, inclusive, who are employed by the local educational agency, information on existing school site and community resources related to the support of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) pupils. School Site resources may include, but are not limited to, peer support or affinity clubs and organizations, safe spaces for LGBTQ pupils, counseling services, staff who have received anti bias or other training aimed at supporting these pupils or who serve as designated support to these pupils, health and other curriculum materials that are inclusive of, and relevant to, these pupils, online training developed pursuant to Section 32283.5, and other policies adopted pursuant to this article, including related complaint procedures. Community resources may include, but are not limited to, community-based organizations that provide support to LGBTQ pupils and their families, and physical and mental health providers with experience or training in treating or supporting these pupils. (e) Posted the policy established pursuant to subdivision (a) in all schools and offices, including staff lounges and pupil government meeting rooms.
- (f) Maintained documentation of complaints and their resolution for a minimum of one review cycle. (g) Ensured that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, or bullying remains confidential, as appropriate.
- (h) Identified a responsible local educational agency officer for ensuring school district or county office of education compliance with the requirements of Chapter 5.3 (commencing with Section 4900) of Division 1 of Title 5 of the California Code of Regulations and this chapter.

234.2. The department shall display current information, and periodically update information, on curricula and other resources that specifically address bias-related discrimination, harassment, intimidation, and bullying based on any of the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220 on the California Healthy Kids Resource Center Internet Web site and other appropriate department Internet Web sites where information about discrimination, harassment, intimidation, and bullying is posted.

234.3. The department shall develop a model handout describing the rights and obligations set forth in Sections 200, 201, and 220 and the policies addressing bias-related discrimination, harassment, intimidation, and bullying in schools. This model handout shall be posted on appropriate department Internet Web sites.

234.5. The Superintendent shall post, and annually update, on the department's Internet Web site and provide to each school district a list of statewide resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying, and their families. The department's Internet Web site shall also include a list of statewide resources for youth who have been affected by gangs, gun violence, and psychological trauma caused by violence at home, at school, and in the community.

32280. It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs' offices, school district police or security departments, probation departments, and district attorneys' offices. For purposes of this section, a "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

32281. (a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.

(b) (1) Except as provided in subdivision (d) with regard to a small school district, the school site council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.

(2) The school site council may delegate this responsibility to a school safety planning committee made up of the following members:

(A) The principal or the principal's designee.

(B) One teacher who is a representative of the recognized certificated employee organization.



(C) One parent whose child attends the school.

(D) One classified employee who is a representative of the recognized classified employee organization.

(E) Other members, if desired.

(3) The school site council shall consult with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan.

(4) In the absence of a school site council, the members specified in paragraph (2) shall serve as the school safety planning committee.

(c) Nothing in this article shall limit or take away the authority of school boards as guaranteed under this code. (d) (1)

Subdivision (b) shall not apply to a small school district, as defined in paragraph (2), if the small school district develops a districtwide comprehensive school safety plan that is applicable to each school site.

(2) As used in this article, "small school district" means a school district that has fewer than 2,501 units of average daily attendance at the beginning of each fiscal year.

(e) (1) When a principal or his or her designee verifies through local law enforcement officials that a report has been filed of the occurrence of a violent crime on the school site of an elementary or secondary school at which he or she is the principal, the principal or the principal's designee may send to each pupil's parent or legal guardian and each school employee a written notice of the occurrence and general nature of the crime. If the principal or his or her designee chooses to send the written notice, the Legislature encourages the notice be sent no later than the end of business on the second regular work day after the verification. If, at the time of verification, local law enforcement officials determine that notification of the violent crime would hinder an ongoing investigation, the notification authorized by this subdivision shall be made within a reasonable period of time, to be determined by the local law enforcement agency and the school district. For purposes of this section, an act that is considered a "violent crime" shall meet the definition of Section 67381 and be an act for which a pupil could or would be expelled pursuant to Section 48915. (2) Nothing in this subdivision shall create any liability in a school district or its employees for complying with paragraph (1). (f) (1) Notwithstanding subdivision (b), a school district or county office of education may, in consultation with law enforcement officials, elect to not have its school site council develop and write those portions of its comprehensive school safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury at the school site. The portions of a school safety plan that include tactical responses to criminal incidents may be developed by administrators of the school district or county office of education in consultation with law enforcement officials and with a representative of an exclusive bargaining unit of employees of that school district or county office of education, if he or she chooses to participate. The school district or county office of education may elect not to disclose those portions of the comprehensive school safety plan that include tactical responses to criminal incidents.

(2) As used in this article, "tactical responses to criminal incidents" means steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators.

(3) Nothing in this subdivision precludes the governing board of a school district or county office of education from conferring in a closed session with law enforcement officials pursuant to Section 54957 of the Government Code to approve a tactical response plan developed in consultation with those officials pursuant to this subdivision. Any vote to approve the tactical response plan shall be announced in open session following the closed session.

(4) Nothing in this subdivision shall be construed to reduce or eliminate the requirements of Section 32282.

32282. (a) The comprehensive school safety plan shall include, but not be limited to, both of the following: (1) Assessing the current status of school crime committed on school campuses and at school-related functions. (2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:

(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A school district or county office of education may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:

(I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.

(II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

(III) Protective measures to be taken before, during, and following an earthquake.

(IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community. (C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2. (D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.

(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.

(F) The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.

(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.

(H) A safe and orderly environment conducive to learning at the school.

(I) The rules and procedures on school discipline adopted pursuant to Sections 35291 and 35291.5.

(b) It is the intent of the Legislature that schools develop comprehensive school safety plans using existing resources, including the materials and services of the partnership, pursuant to this chapter. It is also the intent of the Legislature that schools use the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled "Safe Schools: A Planning Guide for Action" in conjunction with developing their plan for school safety.

(c) Each school site council or school safety planning committee, in developing and updating a comprehensive school safety plan, shall, where practical, consult, cooperate, and coordinate with other school site councils or school safety planning committees. (d) The comprehensive school safety plan may be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

(e) As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include policies and procedures aimed at the prevention of bullying.

(f) The comprehensive school safety plan, as written and updated by the school site council or school safety planning committee, shall be submitted for approval pursuant to subdivision (a) of Section 32288.

32282.1. (a) As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campus, if the school district uses these people.

(b) The guidelines developed pursuant to subdivision (a) are encouraged to include both of the following: (1) Primary strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support.

(2) Consistent with paragraph (2) of subdivision (a) of Section 32282, protocols to address the mental health care of pupils who have witnessed a violent act at any time, including, but not limited to, any of the following:

(A) While on school grounds.

(B) While going to or coming from school.

(C) During a lunch period whether on or off campus.

(D) During, or while going to or coming from, a school-sponsored activity.

32282.5. (a) The department shall electronically distribute disaster preparedness educational materials and lesson plans that are currently available to school districts and county offices of education.

(b) The department shall ensure that the disaster preparedness materials are available in at least the three most dominant primary languages spoken by English learners in California, according to the language census.

(c) The department shall coordinate with the California Emergency Management Agency to make sure that all materials are reviewed and updated annually.

32283. The Department of Justice and the State Department of Education, in accordance with Section 32262, shall contract with one or more professional trainers to coordinate statewide workshops for school districts, county offices of education, and school site personnel, and in particular school principals, to assist them in the development of their respective school safety and crisis response plans, and provide training in the prevention of bullying as defined in subdivision (r) of Section 48900. The Department of Justice and the State Department of Education shall work in cooperation with regard to the workshops coordinated and presented pursuant to the contracts. Implementation of this section shall be contingent upon the availability of funds in the annual Budget Act.

32284. The comprehensive school safety plan may also include, at local discretion of the governing board of the school district and using local funds, procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school. No funds received from the state may be used for this purpose.

32286. (a) Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter. A new school campus that begins offering classes to pupils after March 1, 2001, shall adopt a comprehensive school safety plan within one year of initiating operation, and shall review and update its plan by March 1, every year thereafter.

(b) Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to Sections 33126 and 35256.

32287. If the Superintendent of Public Instruction determines that there has been a willful failure to make any report required by this article, the superintendent shall do both of the following:

(a) Notify the school district or the county office of education in which the willful failure has occurred. (b) Make an assessment of not more than two thousand dollars (\$2,000) against that school district or county office of education. This may be accomplished by deducting an amount equal to the amount of the assessment from the school district's or county office of education's future apportionment.

32288. (a) In order to ensure compliance with this article, each school shall forward its comprehensive school safety plan to the school district or county office of education for approval.

(b) (1) Before adopting its comprehensive school safety plan, the school site council or school safety planning committee shall hold a public meeting at the school site in order to allow members of the public the opportunity to express an opinion about the school safety plan.

(2) The school site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:

(A) The local mayor.

(B) A representative of the local school employee organization.

(C) A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs. (D) A representative of each teacher organization at the school site.

(E) A representative of the student body government.

(F) All persons who have indicated they want to be notified.

(3) The school site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:

(A) A representative of the local churches.

(B) Local civic leaders.

(C) Local business organizations.

(c) In order to ensure compliance with this article, each school district or county office of education shall annually notify the State Department of Education by October 15 of any schools that have not complied with Section 32281.

32289. A complaint of noncompliance with the school safety planning requirements of Title IV of the federal No Child Left Behind Act of 2001, 20 U.S.C. Sec. 7114(d)(7), may be filed with the department under the Uniform Complaint Procedures as set forth in Chapter 5.1 (commencing with Section 4600) of Title 5 of the California Code of Regulations.

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49380. (a) A school district is encouraged to collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to create a school safety plan to address the threat of sexual abuse and sex trafficking.

(b) A school district is encouraged to collaborate with law enforcement on a referral protocol for high-risk pupils and minors. (c) In-service training may be conducted periodically to enable school district personnel to learn about new developments in the

understanding of sexual abuse and sex trafficking, and to receive instruction on current prevention efforts and methods. A school district is encouraged to include training on early identification of sexual abuse and sex trafficking of pupils and minors.

#### **(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)**

Mandated reporters

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7) Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

#### Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

#### Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

#### Reporting Procedures

##### 1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Department of Children and Family Services

425 Shatto Place, Los Angeles, CA 90020

Headquarters' Receptionist: (213) 351-55072.

#### Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

#### Victim Interviews by Social Services/Law Enforcement

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense

to the school. (Penal Code 11174.3)

#### Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

#### **(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)**

##### **Disaster Plan (See Appendix C-F)**

Disaster Response Procedures Fire Drill Procedure

Signal: Fire Bell Rung in a Continuous Cycle

##### Procedure During Class Time:

1. Students exit the classroom via both doors and WALK in orderly lines.
2. Students evacuate the building by designated routes to the assembly area (see evacuation map)
3. NO TALKING IS PERMITTED!!!

##### 4. Teachers:

- a. Take your EMERGENCY FOLDER and attendance.
  - b. Check that all students are out of the classroom.
  - c. Check that all exits are clear.
  - d. Close the classroom door. DO NOT LOCK (Later entry may be required)
5. In the assembly area, the teacher takes roll and accounts for each child.
  6. Students in classroom other than their own are to remain with that class until given permission to rejoin their class by both teachers.

7. Students remain in orderly and silent lines until all clear signal is given.

##### Procedure Used Before School During Lunch and Nutrition

1. Students WALK to the assigned place on the yard where they meet their ADVISOR.
2. Students wait in orderly and silent lines for their teacher, or other supervising adult, to conduct them to their proper assembly area.

##### Procedure During P.E.

1. Teacher, or supervising adult, stops play, organizes class (es) into silent and orderly lines and conducts class (es) to assembly area.

##### Procedure When Not in Your Own Classroom

1. Teachers should be familiar with the assembly area and evacuation route designated for that classroom or area.
2. The EMERGENCY FOLDER should accompany the class and be used by the teacher, or supervising adult, to account for all students.

#### Earthquake Procedures

##### Actual Earthquake

Tremors and shaking of the earth are the signals of an earthquake. The initial shock is likely to be not more than ninety seconds duration. Emergency action to be taken when children are inside the building is:

When inside a building, stay inside: Do not run outside because you may be hit by falling debris. Drop to the floor on your knees and make the body as small as possible. Cover yourself under a desk, table or bench, in a hall, or stand against an inside wall. You should be facing away from: windows; door; glass; skylights; brick or rock faced walls; large moveable objects, such as bookcases; or outside doors and walls. With one arm, hold on to a desk leg so that it will protect your head and neck and so that the desk will not move away from covering you. Rest your head on one arm and place your other arm over the base of the head and neck. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

When outdoors, stay outside: Do not run inside because you may be hit by falling debris. Move away from buildings and overhead structures. Drop to the ground on your knees and make the body as small as possible. Face position away from: buildings, power poles and lines, trees or other overhead hazards, roads and streets, as cars may go out of control. Cover as much skin surface as possible, close your eyes, and cover your ears. If you have a book or other similar object, place it over the base of your head and neck to protect you from flying debris. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

Walking to or from school facilities: If students are walking to or from school when an earthquake occurs, they should stay away from all buildings, trees, exposed wires, or other hazards that may fall. The safest place is in the open. Students should assume "drop, cover, and hold" position until the quake is over. After the earthquake, if on the way to school facilities, continue to school. If on the way home, continue home or return to school.

#### Environmental Hazards

##### Biochemical or Chemical Release

A biological or chemical release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, and overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or another chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from:

- Watery eyes
- Twitching
- Chocking or loss of coordination
- Trouble breathing

Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances: Scenario 1: Substance released inside a room or a building

Scenario 2: Substance released outdoors and localized

Scenario 3: Substance released in the surrounding community

It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below:

#### Scenario 1: Substance Released Inside a Room or Building

##### General Procedures

1. Evacuate the building
2. Notify Main Office/Administration
3. Turn off all fans in the area of the release; close the windows and doors, shut down the building's air handling system

##### IC Responsibilities

1. Signal for the building to be evacuated
2. Call 911
3. Contact the Charter Board
4. Direct School emergency Response Team members (search and rescue team) to isolate and restrict access to potentially contaminated areas
5. Direct school Emergency Response Team members (search and rescue team) to turn off local fans in the area of the release, close the windows and doors and shut down the building's air handling system
6. Ensure person's who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities
7. The School, or affected areas, will not reopen until the County HazMat or appropriate agency provides clearance to do so

##### Teacher/Staff Responsibilities

1. Evacuate classroom in a calm and orderly fashion. Follow general evacuation procedures
2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated area; specify those who may have had actual contact with the substance. Provide this information to the IC

**First Aid Team**

1. Direct or assist individuals who have come into direct contact with hazardous substances, to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin
2. Remove and contain all contaminated clothes
3. Segregate individuals that have been contaminated "topically" by a liquid from unaffected individuals (isolation does not apply to widespread airborne releases)
4. Provide additional medical attention as needed

**Threats or Disturbances****Animal disturbance**

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

**General Procedures**

1. Notify office and administration
2. Keep students away from the animal (return to classroom, secure all entrances to classroom, etc.)

**IC Responsibilities**

1. Call 911 and/or Animal Control
2. Attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal Disruptive Student

**General Procedures**

1. At the beginning of each school year, every teacher is to develop a "Clear the Room" procedure. This procedure includes step-by-step instructions of what to do should a student begin to throw things or attack other students or staff. 2. "Clear the Room" procedures should state to which teacher the students should report.
3. The receiving teacher will notify the office immediately.
4. The teacher must stay with the disruptive student until assistance arrives.
5. Students will not return to their classroom until notified by sending teacher.

**IC Responsibilities**

1. Respond to the classroom as soon as possible.
2. Assist the teacher with the student.
3. Involve other staff as necessary.
4. Call 911 if situation does not abate.
5. Notify the School Counselor/Psychologist or outside agency.
6. Review each plan and require that the plan be practice so that students will know what to do

**Teacher/Staff Responsibilities**

1. In concert receiving teachers, develop the "Clear the Room" plan.
2. Develop and alternate plan for when receiving teacher is not in the room.
3. Instruct students as to their roles if plan is implemented.
4. Stay with the out-of-control student.

**Suicide or Suicide Threat or Attempt****General Procedures**

1. Always assume the victim is alive!
2. Administer emergency first aid
3. Notify the IC
4. Stay with the victim until help arrives
5. Limit access to the immediate area until police arrive (treat as a crime scene)
6. Prepare an informational flier for parents of the students in the victim's class
7. Notify the Carter Board
8. Notify the Crisis Response Team and/or mental health service provider (Los Angeles County Department of Mental Health or

contracted service provider).

#### IC Responsibilities Actual

1. Assess the situation
2. Direct that 911 be called
3. Declare a Lock Down-Response
4. Direct that appropriate notifications are made
5. Isolate all witnesses; if they are students, notify their parents
6. Direct that personal property of the victim is secured. This includes items in the classroom and in locker
7. If the victim has siblings in your school, bring them to a secure area until their parents arrive at the school
8. If the victim has siblings in other area schools, notify their administrators
9. Be Prepared to deal with the media
10. Arrange for counselors for students and staff
11. Make contact with parents of deceased student Attempted

1. Assess the situation
2. Direct that appropriate notifications be made
3. If required, call 911
4. Deal with siblings set forth above
5. If Lock-Down was not called, hold an emergency staff meeting at close of school to brief staff
6. Arrange for additional counselors if needed

#### Teacher/Staff Responsibilities Actual/Attempted

1. Immediately notify the IC.
2. Administer first aid/CPR (if knowledgeable)
3. Secure the area until an administrator arrives on the scene
4. Once Relieved, teacher responds to his or her classroom and maintains order Rumors

1. Treat all verbal and written threats as a serious matter
2. Immediately notify the IC about the information
3. Assist in the evaluation of the threat with other staff

#### Trespasser in building General Procedures

1. If the unauthorized visitor remains on the school property, notify the police, or IC of the situation, and implement Lock-Down procedures
2. If the trespasser refuses to register in the office and flees the scene, obtain an accurate description and inform the office
3. Should a staff member observe a trespasser on school property; treat them as if they are simply a visitor who has failed to register in the office and kindly invite them to do so. NOTE: If a staff member is uncomfortable approaching a trespasser, notify the office immediately of their presence
4. Teachers should recall students in hall, lock doors, and remain with their classes at all times
5. When the trespasser has registered in the office, has fled or been escorted from the scene, make a P.A. announcement that the Lock-Down situation has ended, by announcing an "all clear"
6. Notify the Charter Board
7. Prepare for possible media coverage
8. Consider formulating an informational flier for parents

#### Bomb Threats General Procedures

1. Evacuation route should be posted in every classroom
2. Use Bomb Threat Checklist to record information about telephone bomb threats. Listen to the message without interrupting the caller. Write down the message, noting time of call, unusual background noises, and estimated age of caller, and try to keep the caller talking. Attempt to ascertain from the caller the type of bomb, where placed, time of detonation, and reason school has been targeted
3. After caller has concluded his or her threat, hang up and immediately lift the receiver and press \*69 (call trace)



4. If school has caller ID, note the number from which call was made
5. Notify Main Office/Building Administration
6. If threat is written, place it in an envelope or plastic bag
7. Prepare media statement flier to inform parents

#### IC Responsibilities

1. Evaluate the bomb threat and determine if building evacuation is necessary
2. If threat is deemed valid:
  - Call 911 – advise building is being evacuated because of a bomb threat
  - Activate SERT
  - Turn off school bell system
  - Don't use PA system
  - Turn off all two-way radios

NOTE: Do not utilize the fire alarm system to evacuate the building

3. Dispatch SERT to notify each classroom of the need to evacuate the school. While completing this task, conduct a limited search of common areas of the school
4. In consultation with police/fire officials, determine when it is safe to reenter the school

#### Teacher/Staff Responsibilities

1. Upon receipt of notification to evacuate the school, conduct limited research of classrooms to determine if any strange or unknown objects are in the room
2. Proceed to pre-designated evacuation point with class roll book
3. Maintain control of students and advise SERT of any missing children
4. Do not reenter the building until directed to do so by a SERT member or someone in authority

#### Device Found

Upon discovery of a suspicious device, immediately send word to the IC. If the device is found in a classroom with students, immediately, but in an orderly manner, evacuate the classroom. UNDER NO CONDITION ATTEMPT TO TOUCH OR MOVE THE DEVICE

#### IC Responsibilities

1. Upon notification of a device found:
  - Call 911 – advise building is being evacuated because of suspected bomb has been discovered if possible, give a description of the device
  - Activate the SERT
  - Turn off the school bell system
  - Turn off all two-way radios
  - Do not use the fire alarm system to evacuate the building

Dispatch SERT to begin the evacuation process. The order of evacuation should be:

- Classroom in which the device is located
  - Classroom on either side of, across the hall from, that backs up to, or is directly above or below the classroom containing the device. Continue increasing the size of the evacuation until all students and staff are at a safe distance
2. The evacuation must be conducted in an orderly and controlled manner so as not to create an unstable environment which may exacerbate the situation
  3. In consultation with police/fire/bomb disposal officials, determine when it is safe to reenter the building

#### Teacher/Staff Responsibilities

1. Upon receipt of notification to evacuate the classroom, proceed to pre-designated evacuation location with class roll book
2. Maintain control of students and advise SERT of any missing or unaccounted for students <https://secure.doctracking.com/v2/Home/DocumentSectionEditRteTest.aspx?DefId=47064&SectionId=858553>
3. Do not enter the school until directed to do so by a SERT or police/fire authority

#### Public Agency Use of School Buildings for Emergency Shelters

#### (C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

"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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 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 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability? B. Was the misconduct a direct result of the Charter School's failure to implement 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:

##### Critical Components of Expulsion Packets

If Law Enforcement is confiscating an item of evidence, then you must take a color photo of the evidence, obtain a property receipt from the officer, and have

the officer sign the Chain of Evidence document from the Expulsion Packet prior to relinquishing the evidence to the officer. For cases involving Drugs, Mood Altering Substances and Unauthorized Substances, proof positive of the alleged substance must be provided within the expulsion packet as evidence to support the alleged charge. Whenever possible, have Law Enforcement complete a drug/substance kit, and/or issue a property receipt, to verify status of evidence as another specific unauthorized substance. Make a concerted effort to secure a statement from the offending student prior to removal from campus by Law Enforcement.

Recommendation for Expulsion Packets submitted to TEACH Public Schools and or LAUSD must be complete and include all evidence pertaining to the case to avoid delays in

scheduling of a Pre-expulsion Conference. DO NOT return evidence to the student, parent or guardian. When possible, obtain witness signatures on administrative statements. Remove date and time stamps that have been automatically generated by electronic devices such as printers or cameras from all articles included within the expulsion packet. 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:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?

B. Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

Notwithstanding 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.

This Pupil Suspension and Expulsion 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 this 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.

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 and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. 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 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 administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office.

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

#### A. 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 anytime 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.

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#### B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant. 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 products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
  - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
  - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
  - l) Knowingly received stolen school property or private property.
  - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
  - 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) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
  - s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive. v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
  - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises

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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.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. iii.

Causing a reasonable student to experience substantial interference with his or her academic performance. iv. 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 and 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:

i. A message, text, sound, or image.

ii. A post on a social network Internet Web site including, but not limited to:

a) Posting to or creating a burn page. A "burn page" means an Internet Web site 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.

iii. 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.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person. b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant. 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 products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing

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firearm as to lead a reasonable person to conclude that the replica is a 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) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive. v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of 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.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. iii.

Causing a reasonable student to experience substantial interference with his or her academic performance. iv. 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 and 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:

ii.

i. A message, text, sound, or image.

A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site 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.

iii. 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.

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w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses. C. Suspension Procedure

Suspensions shall be initiated according to the following procedures: 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil 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. This conference shall be held within two school days of when the student was suspended, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may

be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials.

Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

#### 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

#### 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. The student will have the opportunity, at the discretion of the Executive Director and/or the classroom teacher, to complete instructional activities missed due to his or her suspension and will be able to communicate with designated school staff for any questions and for evaluation of work. D. Authority to Expel

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by recommendation from the

Executive Director. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Charter School's Board will appoint an Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense. A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

#### E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion. The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include: 1. The date and place of the expulsion hearing;

2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

#### F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.



9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose. G. Record of Hearing  
A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

#### H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

#### I. Written Notice to Expel

The Executive Director or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student. J. Disciplinary Records

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

#### K. Right to Appeal

The pupil shall have the right to appeal an expulsion decision from the Administrative Panel to the Charter School Board. The Charter School Board's decision to expel shall be final.

#### L. Expelled Pupils/Alternative Education

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 by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

#### M. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities 1. Notification of SELPA

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

#### 2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

#### 3. Procedural Safeguards/Manifestation Determination

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Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan. If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

#### 4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

#### 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel. If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may

assert any of the protections available to IDEIA- eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

**(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)**

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. TEACH Public Schools has incorporated this notification into the existing "Attendance Reporting Screen". On the daily attendance report, when a student is suspended, will show an "S" next to the students name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it. Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the The TEACH Public School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor. To: ALL CERTIFICATED STAFF

From: Principal

Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. The TEACH Public School District has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "S" next to the students name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900

- (a){1} Mutual fight (a){2} Assault/Battery
  - (b) Possessed, sold or furnished dangerous object
  - (c) Controlled substance/alcohol
  - (d) Imitation controlled substance
  - (e) Robbery/extortion
  - (f) Vandalism
  - (g) Theft
  - (h) Tobacco/nicotine products
  - (i) Obscene act, habitual profanity/vulgarity
  - (j) Drug paraphernalia
  - (k) Disruptive/willfully defiant behavior (grades 4-12) (l) Received stolen property
  - (m) Imitation firearm
  - (n) Sexual assault or battery
  - (o) Harassed/threatened witness
  - (p) Sale of soma
  - (q) Hazing
  - (r) Bullying/cyberbullying
  - (t) Aiding and abetting
- E.C. 48900.2 Sexual harassment (gr 4-12)
- E.C. 48900.3 Hate violence(gr 4-12)
- E.C. 48900.4 Severe or pervasive harassment, threats and intimidation (grades 4-12) E.C. 48900.7 Terrorist threats against school officials or property
- E.C. 48915 (a){1}(A)Serious physical injury
- (a){1}(B)Possession: knife or dangerous object (a){1}(C) Controlled substance
  - (a){1}(D) Robbery or extortion

(a)(1)(E) Assault/battery of school employee

E.C. 48915 (c)(1) Possessing, selling, furnishing firearm (c)(2) Brandishing a knife at another person

(c)(3) Selling a controlled substance

(c)(4) Committing or attempting to commit sexual assault or battery (c)(5) Possession of an explosive

If you have any questions or want more information, please see me.

### **(E) Sexual Harassment Policies (EC 212.6 [b])**

#### **Employee Prohibited Unlawful Sexual Harassment**

TEACH Public Schools is committed to providing a workplace that is free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee. Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will include information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See Appendix A for the "Harassment Complaint Form." See Appendix B for the general "Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
  - Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
  - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
  - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As

such, consensual relationships in the workplace may violate LA Leadership policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint, or reporting harassment. TEACH Public Schools will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation. TEACH Public Schools is committed to remediating any instances where investigation findings demonstrate unlawful harassment has occurred.

Following exhaustion of the TEACH Public Schools complaint procedures outlined herein, employees who believe they have been harassed or discriminated against may contact state or federal agencies to file a complaint. Employees who wish to contact the California Department of Fair Employment and Housing ("DFEH") may do so by calling (800) 884-1684 (or, TTY, (800) 700-2320). For more information about or from the DFEH, visit [www.dfeh.ca.gov](http://www.dfeh.ca.gov) or you can contact the Fair Employment Housing Commission at [www.fehe.ca.gov](http://www.fehe.ca.gov). Employees who wish to contact the U.S. Equal Employment Opportunity Commission ("EEOC") may do so by calling (800) 669-4000 (or, TTY, (800) 669-6820). For more information about or from the EEOC, visit [www.eeoc.gov](http://www.eeoc.gov). Both the DFEH and EEOC will investigate complaints of discrimination or harassment, and may attempt to resolve such complaints either by prosecuting, conciliating or settling the matter on the employee's behalf. TEACH Public Schools will not retaliate against any employee who files a complaint with, or otherwise participates in an investigation, proceeding or hearing conducted by, the DFEH or EEOC.

#### Student Unwanted Sexual Harassment

Includes unwelcome sexual advances and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.
2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.
3. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment.

It is the responsibility of TEACH Public Schools to:

1. Implement this policy through regular meetings with all administrators, ensuring that they understand the policy and its importance;
2. Make all faculty, staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement;
3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment;
4. Establish practices designed to create a school environment free from discrimination, intimidation, or harassment. It is the responsibility of the student to:

1. Conduct herself/himself in a manner, which contributes to a positive school environment;
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing;
3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome.
4. Report all incidents of discrimination or harassment to the Principal;
5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

#### Complaint filing and investigation procedures

The following procedures must be followed for filing and investigating a harassment claim:

1. The student may first choose to tell the individual causing the harassment that his/her conduct is offensive and must stop. If the objectionable behavior does not cease immediately, the student must report the harassment to the Principal.
2. The student alleging harassment will be asked to complete a formal, written complaint. The claim will be investigated thoroughly, involving only the necessary parties. Confidentiality will be maintained as much as possible.
3. The investigation will include a meeting with the person alleged to have harassed, sharing with that person the nature of the allegations as well as the name of the person bringing the allegations. If appropriate, the alleged harasser will be placed on administrative leave during the course of the investigation.
4. Once the facts of the case have been gathered, the Principal, in consultation with the Superintendent, will decide what, if any, disciplinary action is warranted. The disciplinary action will relate to the nature, context, and seriousness of the harassment and can include all disciplinary actions up to and including immediate expulsion or termination.

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5. If the complaint is against a non-employee or non-student, such as a parent, volunteer, or vendor, the school will take steps, within its power, to investigate and eliminate the problem.

**(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)**

At TEACH Public Schools, employees come into frequent contact with the public. Courtesy, tact, and helpfulness are expected in order to reinforce the positive reputation TEACH Public Schools employees have worked hard to establish. Furthermore, in interactions with or in the presence of students, employees are required to speak and interact appropriately. Certificated staff must refrain from using cell phones in classrooms or in plain view unless during an approved break or conference period and should not conduct personal business during the school day.

As students are asked to wear a uniform to communicate their academic seriousness, employees are likewise expected to dress in an appropriate manner that is suitable for their working conditions. appearance must project a professional appearance that sets a tone for an environment in which learning is expected to take place and in which the public is welcomed. You are expected to use good taste and maintain good personal hygiene. Determination of appropriateness of attire will be made by the school Principal.

Student dress shall always be the prescribed uniform. Attire which can be readily associated with a criminal street gang, or criminal street organization is prohibited during school and school sponsored functions and at all times when representing TEACH Tech Charter High School.

**(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)** During normal school hours our school has two different entry gates (Western Avenue) at the front of the school for 9th grade students and 10-12th grade students enter through the side gate off 107th St. Students may arrive at the High School as early as 7AM. One of our Administrators will be on site by 7am to open the school and campus safety personnels will be positioned to greet the students as they enter the gates onto the enclosed school yard. Official arrival time for the high school is 7:55. Students will wait in the school yard under supervision until school starts to go to class.

The assistant principal or designee and support staff will supervise the front of the school, school yard, as well as the floors after morning arrival to make sure all students are either with their teacher or a substitute. The instructional day continues as scheduled. The school day ends at 3:30 pm on Mondays, Tuesdays, Thursday and Fridays. On Wednesday school dismissal is at 1:00 pm for staff meeting or professional development. The Minimum Day schedule is the same as the Wednesday schedule.

All staff members, a community based Safe Passage Organization, and parent volunteers monitor the safe entry and exit of students. The 9th grade students will exit through the Western Ave. gate (front of the school), For 10th- 12th grade students, they will exit through the side gate (107th) and are supervised for safe passage by the school security personnel and the assistant principal. Strategies and procedures were developed to ensure the safe ingress/egress of students, school employees, parents, volunteers and visitors.

- Visitors must sign in and secure a Visitor's Pass from the school office before entering the campus. They must sign out when leaving.
- Students leaving early must be signed out by parents/guardians or someone listed on the student's emergency card. • Walkie-Talkies assigned to designated staff will be operational throughout the day.

**(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)****Component:**

Create and maintain a caring and connected school climate

**Element:**

Goal(s): To Increase Parent involvement at TEACH Public Schools

**Opportunity for Improvement:**

Objective: Provide opportunities for parents to become involved with the school culture and community

Objectives	Action Steps	Resources	Lead Person	Evaluation
Objective: Provide opportunities for parents to become involved with the school culture and community	Coffee with the Principals (once a month), Parent workshops Various Volunteer opportunities	Student Council Training	Person(s) responsible for implementation: Parent Coordinator, Administration	Evaluation: by Leadership Team and PTA survey
	Resources needed: Varies due to events		Person(s) responsible for implementation: Parent Coordinator, Administration	
	Timeline for implementation: Throughout the year		Person(s) responsible for implementation: Parent Coordinator, Administration	
	Evaluation guidelines: Parent Satisfaction Survey Youth Truth		Person(s) responsible for implementation: Parent Coordinator, Administration	

**Component:**

Create and maintain a caring and connected school climate

**Element:**

Goal(s): Increase supervision in order to maintain a safe campus

**Opportunity for Improvement:**

Objective: Increase the number of staff who supervise student during nutrition, lunch, and passing periods

Objectives	Action Steps	Resources	Lead Person	Evaluation
Objective: Increase the number of staff who supervise student during nutrition, lunch, and passing periods	Related Activities: Supervision of hallways, front of school, and courtyard		Person(s) responsible for implementation: Administration	Principal Counselor Lead Teachers Students
	Resources needed: Increase supervision staff		Person(s) responsible for implementation: Administration	School Safety Survey
	Person(s) responsible for implementation: Administration		Person(s) responsible for implementation: Administration	Evaluation guidelines: School Safety Survey

	Timeline for implementation: Ongoing		Person(s) responsible for implementation: Administration	Evaluation guidelines: School Safety Survey
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**Component:**

Create and maintain a caring and connected school climate

**Element:**

Decrease the number of incidents in the community near the campus wherein student safety is compromised

**Opportunity for Improvement:**

Create partnerships with community members which result in increased adult presence in the areas near the campus.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Create partnerships with community residents and merchants wherein students at businesses and walking through the neighborhood are identified as students and thereby afforded protection and guidance	Hold community events, forums, and meetings where the safety concerns of students can be shared with community members.	Community merchants, leaders and residents interested in student safety All Staff Parents Community Members	Principal	Work has been slow since the school sits in a heavily populated gang area. Student incidents are minimal in and around the campus but the goal is create a safer environment when students are walking through the neighborhood. Several meetings are being discussed wherein stakeholders will be allowed to share concerns and participate in measures to increase student safety.

**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**

**TEACH TECH Charter High School Student Conduct Code**

**STUDENT DISCIPLINE**

The fundamental belief that was operating at the creation of TEACH and its discipline structure is that one of the major functions of education is the preparation of youth for responsible citizenship. TEACH Public Schools shall foster a learning environment that reinforces self-discipline and the acceptance of personal responsibility. In addition, all TEACH schools shall work with students and families to provide a safe school environment that provides students with the opportunity to have a quality education.

The following policies and procedures are designed to guide TEACH schools and personnel in dealing with student discipline issues, while providing students and parents with a clear set of expectations regarding student behavior and an understanding of the consequences of misconduct.

As provided in TEACH charter petition, the policies and procedures for suspension and expulsion of TEACH students set forth in this document comply with the policies and procedures identified in the California Education Code. These policies and procedures will be periodically reviewed and the lists of offenses for which students are subject to suspension or expulsion will be modified as necessary.



These policies and procedures will be enforced fairly, uniformly, and consistently without regard to sex, ethnic group, religion, sexual orientation, color, race, national origin and physical or mental disability

#### Discipline in General

Each school should develop a process for handling, and if necessary escalating, individual cases of student misbehavior. Strategies may include but are not limited to:

- Relocating the student's desk to a different part of the classroom;
- Assigning different or additional work appropriate to the infraction;
- Utilizing a peer mediation or student conflict resolution program;
- Individual conversation with the classroom teacher about behavior and consequences;

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- Utilizing a written referral framework;
  - Designating selected classrooms and teachers (typically, lead teachers or advisors) as places for "time out";
- Referring students to the principal or a designee;
- Contacting parents/guardians; and/or
  - Requiring the student to attend before/after school detention or Saturday detention;

All TEACH school employees will report unmanageable or unusual behavior of students to the school principal or designee as soon as possible. The school principal or designee shall investigate the report and exercise his or her discretion for purposes of notification of parents, legal guardians, law enforcement, or local child protection services.

#### Suspension

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons. A suspension does not mean any of the following:

1. Reassignment to another class at the same school where the student will receive continuing instruction for the school day.
2. Referral to an advisor assigned that role by the Principal.

While on suspension from school, the student is not to loiter on or about any school grounds at any time, nor to attend any TEACH school activity at any time, no matter where such activity may be taking place. Violation may result in further disciplinary action.

Except in cases where suspension for a first offense is warranted in accordance with law, each school site shall consider suspension from school only when other means have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

#### Authority to Suspend:

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day. A teacher's suspension must be related to student safety and is subject to the approval of the principal.
2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.
3. The President or his/her designee may extend a student's suspension pending final decision by the School Board of Directors on a recommendation for expulsion.
4. A Special Education student being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP Team meeting. The suspension may also be extended pending final decision by the School Board of Directors on a recommendation for expulsion.

A pupil may not be suspended or expelled for any of the acts enumerated unless the act is related to school activity or school attendance occurring within a school under the jurisdiction of the President or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in the section and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school sponsored activity.

#### Grounds for Suspension and Expulsion

The following information is provided in order to provide uniformity within TEACH in matters of student misconduct requiring

disciplinary action. The following offenses constitute grounds for suspension and expulsion and require police notification for the grade levels indicated:

- **Physical Injury:** Caused, attempted to cause, or threatened to cause physical injury to another person (Ed. Code 48900(a)(1)) or willfully used force or violence upon the person of another, except in self-defense. (Ed. Code 48900(a)(2)) Notification to police required for students in grades K-12.
- **Weapons, Explosives, Dangerous Objects:** 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. (Ed.Code 48900(b)) Notification to police required for students in grades K-12.
- **Controlled Substances/Alcohol:** 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. (Ed.Code 48900(c)) Notification to police required for students in grades K-12.
- **Substances in Lieu of Controlled Substances:** 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. (Ed.Code 48900(d)) Notification to police required for students in grades K-12.
- **Robbery or Extortion:** Committed or attempted to commit robbery or extortion. (Ed.Code 48900(e)) Notification to police required for students in grades K-12.
- **Damage to Property:** Caused or attempted to cause damage to school property or private property. (Ed. Code 48900(f)) Notification to police required for students in grades K-12.
- **Theft of Property:** Stole or attempted to steal school property or private property. (Ed. Code 48900(g)) Notification to police required for students in grades 4-12.
  - **Tobacco:** Possessed or used tobacco, or any product 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. (Ed.Code 48900(h))
- **Obscenity/Profanity:** Committed an obscene act or engaged in habitual profanity or vulgarity. (Ed.Code 48900(i)) • **Drug Paraphernalia:** 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. (Ed.Code 48900(j)) Notification to police required for students in grades K-12.
- **Disruption/Defiance:** Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties. (Ed.Code 48900(k)) Notification to police required for students in grades K-12.
- **Received Stolen Property:** Knowingly received stolen school property or private property. (Ed.Code 48900(l)) Notification to police required for students in grades 4-12.
- **Imitation Firearm:** Possessed an imitation firearm. (Ed. Code 48900(m)) Notification to police required for students in grades 4-12.
  - **Definition of Imitation Firearm:** a replica of a firearm that is so substantially similar in physical properties to an existing firearm to lead a reasonable person to conclude that the replica is a firearm. (Ed.Code 48900(m))
- **Sexual Assault/Sexual Battery:** Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. (Ed.Code 48900(n)) Notification to police required for students in grades 4-12.
  - **Definition of Sexual Assault:** includes rape, various types of sexual abuse, and lewd and lascivious conduct. (Penal Code 261, 266c, 286, 288, 288a, 289.)
  - **Definition of Sexual Battery:** the touching of an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse. (Penal Code 243.4.)
- **Harassment of Witness:** Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (Ed.Code 48900(o))
- **Sexual Harassment:** Committed sexual harassment. (Ed.Code 48900.2)
- **Definition of Sexual Harassment:** an act which, upon review of a reasonable person of the same gender as the victim, is determined to be sufficiently severe or pervasive so as to cause negative impact on one's academic performance or to create an intimidating, hostile or offensive educational environment. Notification to police required for students in grades 4-12.

- Limitation: Sexual harassment must be unwelcomed by the recipient in order to constitute a violation of Education Code 48900.2.
  - Limitation: Only students in grades 4-12 are subject to suspension for sexual harassment.
  - Hate Violence: Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (Ed.Code 48900.3) Notification to police required for students in grades K-12.
    - Definition of Hate Violence: the use of force or threat of force to intimidate a person in the exercise of a constitutional or statutory right, or damage or destruction of property for the purpose of intimidating or interfering with a person because of that individual's "race, color, religion, ancestry, national origin, disability, gender, or sexual orientation."
  - Intentional Harassment: Created a hostile educational environment (Ed.Code 48900.4)
  - Definition of Intentional Harassment: engaging in harassment, threats or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting a classroom, creating substantial disorder, and invading the rights of the students or group of students by creating an intimidating or hostile educational environment.
  - Terrorist Threats Against School Officials and/or Property: Committed a terrorist threat against school officials, school property or both (Ed.Code 48900.7) Definition of Terrorist Threat: includes any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000.00), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for:his or her own safety, his or her immediate family's safety, the protection of school property, and/or the personal property of the person threatened or of his or her immediate family.
    - Electronic Signaling Device: Possessed electronic signaling device, including cell phones and pagers while on school grounds while attending school sponsored activities or while under the supervision and control of school employees (Ed. Code 48901.5)
    - Hazing: Engaged in hazing activities or any act that causes or is likely to cause personal humiliation or disgrace (Ed.Code 32050-32052)
    - Vandalism/Malicious Mischief: Defaced, damaged or destroyed any school property including, books, supplies of all kinds, equipment, buildings and grounds.
      - Note: Parents can be held financially liable for damages up to \$10,000 and shall also be liable for the amount of any reward not exceeding \$10,000 pursuant to Section 53069.5 of the Government Code (Ed.Code 48904).
- See complete Suspension/Expulsion Policy and Procedures for steps taken in cases requiring suspension and appeals process.

#### Expulsion

Expulsion is the involuntary removal of a student from all schools and programs of TEACH for an extended period of time for acts of specified misconduct. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to other students. Final action is only taken by vote of the TEACH Board of Directors – Executive Committee ("TEACH Executive Committee").

In the event that a student is recommended for expulsion from TEACH Tech, he or she is entitled to a hearing and, among other things, advance written notice of the rights and responsibilities enumerated in Education Code section 48918. Written notice of these due process rights shall be provided at least 10 days in advance of the date set for the hearing. (Ed. Code 48918)

Expulsion proceedings for a currently identified Special Education student require additional due process procedures. TEACH will follow all due process procedures for Special Education students included in this document and in the Education Code.

While under expulsion, a student cannot enroll in another California school district without approval of that district's Board of Education. Certain expelled students may enroll only in Juvenile Court Schools, County Community Schools, or District operated Community Day Schools (AB922) during the duration of the expulsion.

The School Board of Directors, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the

School Board of Directors determination as to whether the pupil has satisfactorily completed the rehabilitation program. (Ed. Code 48917)

#### Expellable Offenses:

##### Category I – Mandatory Expulsion

Under the mandatory provisions of Education Code 48915(c), a student who has committed one or more of the following acts must be recommended for expulsion and the School Board of Directors must expel the student.

- ? Possessing, selling or otherwise furnishing a firearm when an TEACH School employee verified firearm possession,
- ? Brandishing a knife at another person,
- ? Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, or
- ? Committing or attempting to commit a sexual assault or committing sexual battery

##### Category II – Mandatory Recommendation for Expulsion

Under the mandatory provision of Education Code 48915(a), a student who has committed one of the following acts of misconduct must be recommended for expulsion unless particular circumstances render it inappropriate.

- ? Causing serious physical injury to another person, except in self-defense;
- ? Possession of any knife, explosive, or other dangerous object of no reasonable use to the student;
- ? Unlawful possession of any controlled substance listed in Chapter 2 (Commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis;
- ? Robbery or extortion;
- ? Assault or battery upon a school employee.

##### Category III – Expulsion May Be Recommended

In accordance with Education Code 48915 and by direction of the California Board of Education, a student may be considered for expulsion for committing any act not listed in Category I or II and enumerated in Education Code sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

Note: The School Board of Director's decision to expel a student for violations included in Categories II and III must be based on a Comprehensive School Safety Plan 37 of 88 5/4/22 finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about the 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. (Ed. Code 48915(b) and 48915(e).)

Note: If the Discipline Review Board chooses not to recommend the expulsion of the student, TEACHmay, at its discretion, impose a lesser form of disciplinary action which may include assigning the student to another school or program. Such transferred students will not be permitted to re-enroll in their former school of assignment. (Ed. Code 48918(e).)

See complete Suspension/Expulsion Policy and Procedures for procedures in cases involving expulsion, requiring the extension of suspension and/or expulsion, and the appeals process.

TEACH TECH Charter High School believes that learning best occurs in an environment that consistently incorporates Character Education, and Discipline into a sound academic program. We believe that discipline and learning are directly related. Given the proper environment, we believe that children exhibit their best learning in appropriate ways. In a joint effort of parents and school, students of TEACH TECH Charter High School are taught and expected to follow the discipline guides as set forth by the School 's Board of Directors:

#### Responsibility

- Do what you are supposed to do; when you are supposed to do it
- Persevere: keep on trying!
- Be on task
- Always do your best
- Think before you act-consider the consequences

- Be accountable for your choices
- Follow directions
- Respect the rights and belongings of others

#### Appropriateness

- Good decision-making
- Positive Communication Skills
- Self-esteem
- Courtesy
- Self Control

#### Individual Effort

- Hard Work
- Cooperation
- Collaboration
- Kindness
- Fairness
- Aspiration
- Integrity
- Dignity
- Positive Response to Community

#### Personal Attributes

- Appearance
- Punctuality
- Cordiality
- Responsiveness

TEACH TECH Charter High School believes that all children can learn when taught well. We recognize that the ultimate objective of education is to enable students to become successful, self-directed learners. This goal is best achieved in a culture of acceptance, high expectation, encouragement, support, and positive motivation. Teachers have a responsibility to maintain a positive learning environment. Discipline is a process by which students are helped to develop an understanding of, and an appreciation for appropriate behavior toward a sound learning experience. The process includes positive behavioral interventions. Any student who interferes with their right or the right of others to learn is engaging in inappropriate behavior. Inappropriate behavior is subject to disciplinary consequences. Students engaging in inappropriate behavior, or students who have conflict with another, is subject to disciplinary consequences. Our students are taught and encouraged to manage and resolve conflict on their own through positive communication skills. If after doing so, students feel that the problem is not resolved, the conflict should be reported to the teacher.

#### Restorative Justice

At TEACH, we believe in working with students in order for them to repair any harm that they may have caused to others through words or actions. Students accomplish this through a cooperative process that includes all stakeholders, which can lead to a transformation of people, relationships, and communities.

#### Conduct Code Procedures

General disciplinary problems may result in disciplinary action by teachers and/or by the principal. The Principal has primary responsibility for defining the school's culture to ensure that student discipline is implemented in a fair, effective manner. Teachers handle discipline. Instructional aides and staff may assist with discipline. Instructional aides and school staff members will make every effort, individually, collectively, and cooperatively to help each student gain acceptable self-discipline standards. Students with repeated behavior problems are referred to the Student Success Team. This team includes the student, parent, teacher, principal and counselor. An action plan is developed to help the student develop constructive behavior patterns.

## Administrative Consequences

Consequences are developed to accomplish the following:

- To stop the misbehavior.
- To help a student recognize that he/she can do things differently.
- To help a student understand what is beyond his or her control.
- To help a student learn to deal with things he/she cannot change in a more cooperative manner.

The following outlines progressive consequences for inappropriate behavior:

1. Warning 6. Alternative Study
2. Parent/Guardian Contact 7. Late Day Discipline
3. Parent Conference Suspension 8. Out of School
4. Out of Classroom Suspension 9. Alternative Education
5. Social Probation 10. Expulsion

## **(K) Hate Crime Reporting Procedures and Policies**

### NONDISCRIMINATION/HARASSMENT

TEACH Public Schools desires to ensure equal opportunities for all students in admission and access to TEACH Public Schools educational programs, guidance and counseling programs, athletic programs, testing procedures, and other activities. TPS programs and activities shall be free from discrimination, including harassment, with respect to a student's race, color, ancestry, national origin, ethnic group identification, citizenship and immigration status, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. These terms are defined by state or federal statute.

The TPS District prohibits discrimination, intimidation, or harassment of any student by any employee, student, or other person in TPS. Prohibited harassment includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects the student's educational opportunities.

School staff and volunteers shall carefully guard against segregation, bias, and stereotyping in the delivery of services, including, but not limited to, instruction, guidance, and supervision.

The Principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior.

Students who engage in discrimination or harassment in violation of law, TPS policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or involuntary release to student's district of residence.

### Grievance Procedures

Any student who feels that he/she has been subjected to discrimination or harassment should immediately contact the Principal, administrators or designee. Any student or school employee who observes an incident of discrimination or harassment should report the incident to the Principal, administrator or designee whether or not the victim files a complaint. Upon receiving a complaint of discrimination or harassment, the Principal or other administrator or designee shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. The Executive Director or designee will ensure that the student handbook clearly describes TEACH Public Schools nondiscrimination policy, procedures for filing a complaint regarding discrimination or harassment, and the resources that are available to students who feel that they have been the victim of discrimination or harassment. TEACH Public Schools policy may also be posted on the school website or any other location that is easily accessible to students.

#### AR5145.3

#### General Provisions 1. Definitions

- a. TPS participant: any individual involved in TEACH programs or activities. This includes employees, students, contractors, vendors, guests and volunteers.
- b. TPS staff member: any TEACH Public Schools employee.

- c. Principal or designee: supervisor or site administrator, or the person designated to investigate or coordinate the investigation of concerns or complaints in an objective, consistent and thorough manner.
- d. Complaint: a statement regarding how a TEACH PS program or activity is run or how a TPS participant was treated while involved in a TEACH PS program or activity. A complaint alleges a violation of state or federal laws or regulations. Complaints point to specific misconduct, or behavior or practices that violate law.
- (1) Examples of complaints based on discriminatory behavior: (a) Sexual harassment, assault, battery (b) Harassment: includes unwelcome verbal, visual or physical contact that, when directed at any person, would be considered inherently likely to provoke an extremely negative or intimidating reaction. Such contact includes, but is not limited to; those terms or actions widely recognized as negative or derogatory references to race, ethnicity, religion, gender, sexual orientation, disability and other characteristics uniquely a part of the individual or group. "Harassment" occurs when these words or conduct create a hostile or intimidating environment that prevents the target of harassment from being able to pursue educational goals or to participate fully in TEACH PS programs or activities.
- (c) Denial of educational opportunities (d) Abuse or neglect  
(e) Inaccurate student records
- (2) In accordance with the Uniform Complaint Procedure, TPS will assist in referring certain complaints to specified agencies. e. Concern: a statement regarding how a TEACH PS program or activity is run or how a TEACH PS participant was treated while involved in a TEACH PS program or activity. A concern is a constructive suggestion for a problem that is not necessarily a violation of state or federal laws or regulations. If a participant is unclear whether s/he has a concern or a complaint, the participant should make a statement. Concerns may be resolved informally.
- f. Target: TPS participant who is the target of discriminatory behavior.
- g. PCQ: Person whose conduct is in question; person whose behavior is allegedly discriminatory.

#### Notice of TPS

1. Each TPS site shall provide notice of this Nondiscrimination Policy along with the name, title, address and phone number of the person in charge of handling complaints and investigations.
2. This notice shall also include a statement of policy, definitions and the potential disciplinary consequences of substantiated complaints. See below.
3. Notice of the Nondiscrimination Policy, will also be included in the Annual Notification provided upon enrollment to all students and parents.
4. Notice may also be provided by:
  - a. Publication in local newspapers, newsletters or magazines operated by TPS or the site.
  - b. Distribution with other written communications to TEACH PS participants and their parents.
  - c. Incorporation in mandatory Health Education classes.
  - d. Workshops conducted by sites to inform participants, including parents where feasible, of the Nondiscrimination Policy grounds and procedures.

#### Procedure for Filing a Concern or Complaint

1. TPS encourages any student who has a concern or complaint about alleged discrimination in how a TPS program or activity is run to report the concern/complaint to a TEACH Tech Principal or administrator.
2. The TPS staff member will then contact the Principal or administrator regarding the reported incident immediately or as soon as practically possible, but no later than forty- eight (48) hours after the student's report. TPS staff member will make a written note that the report was forwarded to the Principal or administrator.
3. A student who wishes to resolve a concern or complaint with TEACH should make this report to a TPS staff member as soon as possible but no later than one hundred eighty (180) calendar days of the incident causing the concern or complaint. a. Complainants are encouraged to keep a written log of incidents. This log should include, where possible, the items listed below, in subsection 5 of this Part.
  - b. Any witness of misconduct is encouraged to report the misconduct and to support the complainant in reporting the misconduct.
    - (1) A witness who personally observed the incident should tell the complainant that the witness will report the misconduct.
    - (2) If a complainant confides in another TEACH PS participant that s/he believes s/he has a complaint or concern, the TEACH PS participant is encouraged to support the complainant in reporting the misconduct to the school.
  - c. The complainant or witness may, if s/he chooses, request that a friend, adult advisor from the school or parent be present when the complainant or witness reports the complaint.
  - d. The complainant or witness should write down and provide the principal or administrator with the following information regarding the incident:
    - (1) When the misconduct occurred
    - (2) Who was involved (as a complainant, as a PCQ, as a witness)
    - (3) Where the incident occurred
    - (4) What happened

(5) How the complainants responded to the incident

(6) Any related incidents (for example, similar conduct or similar people involved) (7) Any other information regarding the incident that may help the investigation.

e. If the complainant feels safe, s/he is encouraged to communicate to the PCQ, in person or by letter, that the conduct is both unwelcome and must stop immediately. This often helps PCQs recognize that their conduct is unacceptable and causes them to stop.

(1) The complainant is not required to take this step.

(2) If the complainant prefers, a friend or counselor may assist the complainant in addressing the PCQ. The complainant should keep a written record of his/her conversation(s) with the PCQ.

(3) If the complainant chooses to write a letter, s/he should keep a copy of the letter, signed, and make a copy for the principal.

#### 4. Confidentiality

a. Confidentiality regarding the complaint and investigation will be maintained to the extent possible. (1) If child abuse or abuse of a dependent adult is reported, teachers and school administrators are mandatory reporters and must report the incident to child protective services or law enforcement.

(2) If the misconduct is physical, the conduct may be assault, battery, or sexual assault or battery. Assault and battery, including sexual assault and battery, are crimes and must be immediately reported to law enforcement.

(3) The parent/guardian of the complainant should also be notified.

b. If a student specifically requests confidentiality of his/her name from the PCQ, the school should grant this request to the extent possible.

(1) If the PCQ faces potential criminal charges or cannot otherwise identify the incident in question, the school will disclose the complainant's name to the PCQ to protect the PCQ's due process rights and to enable the investigation to move forward. (2) If the school will disclose the complainant's name to the PCQ, the school shall notify the complainant of the disclosure. c.

Retaliation for complaints of misconduct by complainants or witnesses is prohibited.

(1) If any retaliation for reporting the incident occurs, such as increased misconduct or additional denials of educational benefits, the complainant or witness should report these incidents to the principal

(2) If retaliation is substantiated or proven, the retaliator is subject to involuntary release to student's district of residence (2) If retaliation is substantiated, or proven, and if the retaliator is TEACH Tech staff, the retaliator is subject to disciplinary measures under Personnel Policies.

#### Investigations of Complaints

1. TPS treats student complaints seriously.

a. The principal or other administrator will initiate an investigation into the incident within forty-eight (48) hours of a complaint.

b. The principal or other administrator will conduct a thorough investigation into the facts of the incident to be completed within thirty (30) calendar days of a complaint.

c. The principal will notify the parents of the complainant and the PCQ, if the PCQ is a student, of the reported incident, the school's intent to investigate, and the potential consequences if the complaint is substantiated.

d. Fact-finding for the investigation will be objective and will focus on the following factors: (1) The age of the complainant(s). (2) The age of the person(s) whose misconduct is in the complaint (Note: children from kindergarten through grade 3 are not subject to discipline for sexual harassment, hate violence or harassment/threats/intimidation but other age-appropriate measures may be taken).

(3) The nature of the misconduct (for example, questionable restriction from programs, unwelcome physical contact, property damage, threats, repeated comments, pictures or writings that are racially explicit and/or degrading). (4) The number of related incidents. (5) The location of the incidents.

(6) The identity, number and relationships of the individuals involved (for example, misconduct by a teacher who is "off duty" may have greater impact on a complainant than similar behavior by another student; a group of students' misconduct toward one complainant might be more severe than one student's misconduct toward one complainant).

(7) Statements of any witnesses to the incident, in writing, signed and dated by the witness(es)

(8) Any prior substantiated complaints

(9) Any other facts the investigator finds relevant (for example, a history of negative behaviors, such as teasing by the PCQ or repeated inappropriate comments by a teacher, leading up to the misconduct)

e. The investigator will also conduct a private, confidential interview with the PCQ to get the PCQ's response to the allegations. f. The principal or other administrator will notify the complainant and his/her parent/guardian of the investigation's progress. (1) Unless a crime or potential criminal act is involved, the complainant may request the investigation to stop at any time. Where TEACH PS is required by law to continue, or where sufficient information has been gathered to show a problem, TPS shall move forward with appropriate corrective action without the complainant's participation.

(2) If the complainant is a minor, the complainant's parent/guardian must be consulted if the complainant requests the investigation



to stop. A conference between the complainant, parent/guardian, and school administrator, point person and/or investigator should be held to discuss the decision.

g. The investigator has up to thirty (30) calendar days to investigate a complaint. The investigator will write a report for each complaint, to be completed and given to the site principal within three (3) school days of the completion of the investigation. This report will include:

(1) A description of the incident

(2) The complainant's claims

(3) The PCQ's response

(4) The results of the investigation's fact-finding:

(a) The results should include all investigated facts and evidence from the factors listed above.

(b) The investigator should include all documents relevant to the complaint and investigation.

(c) These facts and evidence will be summarized objectively. (5) Conclusions based on the factual findings

(a) The facts will be reviewed impartially.

(b) The investigator will prepare a conclusion for each of the complainant's claims.

(c) Conclusions will be directly tied to the underlying facts supporting them.

(d) Conclusions will clearly state whether or not misconduct occurred.

(6) Recommendations for disciplinary action, see Part V below, or other reasonable, age-appropriate, specific corrective actions to end the discrimination or harassment, eliminate the hostile environment, or eliminate future discrimination or harassment. 2.TPS will maintain records of all investigations into misconduct claims.

a. These records will be confidential.

b. These records may be used for tracking of complaints in order to improve procedures. If used as part of a study or database, all names of parties will be removed to protect the privacy of the parties.

c. These records may be used to substantiate claims of repeated misconduct or retaliation for reporting misconduct.

Consequences

1. The site administrator will notify the complainant, the PCQ, and their parents or legal guardians of the determination of the complaint, including consequences, within two school days of the investigator's report to the site administrator. 2. Counseling services should be offered to both the complainant and the PCQ.

3. In less severe cases, with notice to the complainant and his/her parent or guardian, the principal or County Superintendent may determine that other consequences are more appropriate. These include:

a. A written warning

b. A formal written apology from the PCQ to the complainant

c. Transfer of the PCQ to another school class or program from a class s/he shares with the complainant, which may require an IEP review if the PCQ is a Special Education student

d. Detention

e. Community service

4. Appeal of determination of misconduct

a. If the complaint of misconduct is substantiated and the principal or County Superintendent determines that an involuntary release to student's district of residence is appropriate, the student charged with misconduct has the opportunity to appeal this decision. b. For lesser disciplinary actions, the student charged with misconduct may request a conference between the student, his/her parent or guardian and the site principal.

(1) The charged student has five (5) school days from the day s/he learns of disciplinary action to request this conference. (2) The school will hold this conference within five (5) calendar days of the request. The complainant and his/her parent or guardian will be notified of this conference. They may also attend or provide a written statement of their concerns. 5. Unsubstantiated complaints

a. If an investigation does not support the complaint, the complainant and the PCQ will be notified. No disciplinary action may be taken but counseling may be offered to both parties.

b. If an investigation determines that the misconduct claim was false and the complainant made the claim knowing it was false, the complainant is subject to discipline including suspension or involuntary release to student's district of residence. c. In the event that the complainant is dissatisfied with the determination of an unsubstantiated complaint, the Target may invoke the appeal process from the complaint policy, County Board policy 7380, at whichever step the complainant feels appropriate. d. In addition, for complaints of discrimination, the complainant may file a complaint at any time with the Office for Civil Rights. TPS staff shall assist the Target by providing contact information.

6. If the PCQ is a TPS staff member, refer to Personnel policies regarding employee discipline.

7. If the PCQ is a contractor or vendor, refer to Business policies regarding any available corrective measures.

**(J) Procedures to Prepare for Active Shooters**

**Procedures for Preventing Acts of Bullying and Cyber-bullying  
Safety Plan Review, Evaluation and Amendment Procedures**

How was the previous plan monitored?

The plan was monitored by administration with discussion at the PBIS team meetings, team meetings, and School Site Council meetings.

What progress was made on Component I (People and Programs)?

What does the data show?

The goal for component 1 was: Students will understand and consistently follow the behavioral expectations. This included two objectives: 1) Tier 1 and Tier 2 strategies for social emotional issues will be defined and in use. 2) 70% of students receiving Tier 2 services will indicate improvement in the area of need.

Our major focus has been on defining, teaching, and reinforcing Tier 1 expectations. To do this, the following measures have been taken in the past year:

- \* A PBIS team was created using categorical funds to cover release days and some extra hourly costs. \* This team revised the Tier 1 expectations to: Be honorable. Be sensible. Be safe. A matrix was created that defined these expectations in all areas of the school including classrooms, common areas, hallways, and restrooms. Signs will be designed, procured and hung in all areas of campus.

- \* Referral processes were reviewed and revised and presented to the staff at large.

- \* Classroom lessons were developed to be facilitated by teachers during SSR at the beginning of the school year and to be reinforced mid-year.

- \* Videos were produced to review these expectations and were shared at the beginning and mid-year during SSR. \* An initial system of positive recognition was developed including "Way To Go Wednesdays" with monthly assemblies and Postcards home.

In December, a "universal assessment" was shared with the staff to identify students exhibiting externalized and internalized signs of distress in the classroom. This assessment was consolidated to identify 5 students needing Tier 2 support. We have begun to identify appropriate interventions for some of these students. These include: Check In, Check Out for two students, (one has since enrolled at another site), a boys group, and a group to support executive functioning. These have not been in place long enough to determine impact.

What progress was made on Component II (Physical Safety)?

What does the data show?

Our physical safety goal was to ensure appropriate posting was done for emergency procedures and that these were communicated to substitutes. We have met this goal. All classrooms have emergency procedure posters. We provide guest teachers a badge, and folder containing emergency procedures and general school information such as a map of the school and bell schedule when they arrive.

Component: Creating a Caring and Connected Community

People and Programs

Goal:

Goal #1 (2018-2019) Our goal is to continue to refine Tier 1 and Tier 2 strategies for Social/Emotional Issues

Objective:

Measurable Objective (2018-2019)

1. Seventy percent of students receiving receiving Tier 2 services will show improvement in the area of need
2. Student recognition assemblies will take place a minimum of twice a year

**Safety Plan Appendices**

**Emergency Contact Numbers**

**Utilities, Responders and Communication Resources**

Type	Vendor	Number	Comments
------	--------	--------	----------

Law Enforcement/Fire/Paramedic	Los Angeles Sheriff	323 820-6700	
Public Utilities	Los Angeles Department of Water & Power	800 DIAL-DWP	
Local Hospitals	Memorial Hospital of Gardena	310532-4200	
City Services	Los Angeles Fire	(888) 772-3203	
School District	TEACH Public Schools	323 872-0808	
Emergency Services	Federal Bureau of Investigation	(310) 477-6565	
Radio Station	KFWB News	212-975-8014	
Other	Psychiatric Emergency Team	(213) 738-4924.	
American National Red Cross	Crisis Response	1 (800) 733-2767	
Other	US Department of Homeland Security	(800) 375-5283	

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**Safety Plan Review, Evaluation and Amendment Procedures**

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
Safety Plans are submitted by March 1st to the Safety Supervisor who keeps the documentation. Additional copies are available at the school office for review.	March 1st of current year	Documentation located with Safety Supervisor
A law enforcement agency was consulted with in the writing and development of the Comprehensive School Safety Plan.	March 1st of current year	Local law enforcement agency documentation
Plan is written and developed by a school site council (SSC) of a safety planning committee.	March 1st of current year	School Site Council Committee
School Site's safety plan is communicated to the public during parent meetings at back to school night	Start of school year	School Administration
SSC/Planning Committee identifies areas of need/focus for improvement and enhancement.	March 1st of current year	

SSC/Planning Committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety.	March 1st of current year	
Drop Procedure Drills/Earthquake Drills (to be held twice each quarter in high school.	10/15/20 @ 10:20 A.M.	

**TEACH TECH Charter High School Incident Command System**

**Incident Commander**  
 Frank Williams  
 213-949-8623  
 fwilliams@teachps.org

**Safety Officer**  
 Claudia Lopez  
 310748-3105  
 clopez@teachps.org

**Scribe**  
 Office Manager/Sonia  
 Acosta 323872-0707  
 sacosta@teachps.org

**Public Information Officer**

Frank Williams  
213-949-8623  
fwilliams@teachps.org

**Operations**

Mr. Mohan  
323-273-1474  
cmohan@teachps.org

**Planning/  
Intelligence**

Ms. Haydel  
213-700-1542  
jhaydel@teachps.org

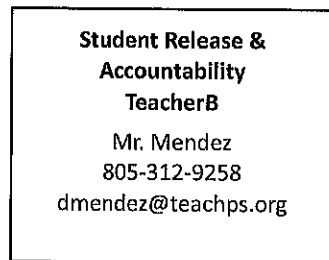
**Logistics**

Mr. Mohan  
323-273-1474  
cmohan@teachps.org

**First Aid & Search Teacher**

Mr. Rickett  
678-907-3421

grickett@teachps.org



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**Incident Command Team Responsibilities****Standardized Emergency Response Management System Overview**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

**A.1. INCIDENT COMMANDER**

Primary Frank Williams Alternate Claudia Lopez The Incident Commander (IC) is responsible for emergency and/or disaster operations and shall remain at the Command Post (CP) to observe and direct all operations. You are responsible to ensure the safety of students, staff and others on campus. Lead by example; your behavior and decisions set the tone for staff and students.

**Start up actions:**

- Obtain you personal safety equipment; i.e. hard hat, vest, clipboard with job description sheet
  - Access type and scope of emergency.
  - Determine threat to human life and structures.
  - Implement the Emergency Operations Plan and relevant hazard specific procedures.
  - Assume the duties of ALL incident positions until staff is assigned and available.
  - Activate functions (assign positions) as needed. Appoint a backup or alternate for IC.
  - Assign staff to initiate check-in procedures.
  - Ensure that an incident organization and staffing chart is posted and arriving staff are assigned by name. •
- Ensure the Incident Command Post is properly set up and ready for operation.
- Ensure that telephone and/or radio communication with other facilities are established and tested. • In conjunction with the Planning Section Chief, develop and communicate an incident action plan with objectives and a time frame to meet those objectives.
  - Open and maintain a position log.

**Ongoing operational Duties:**

- Continue to monitor and assess the total school situation.
  - View site map periodically for Search and Rescue progress and damage assessment information.
  - Check with section chiefs for periodic updates.
  - Reassign personnel as needed.
  - Report (through communication) to School District office contact on status of students, staff and campus as needed. •
- Establish contact with Los Angeles Unified School District, local law enforcement and/ or fire department and other agencies, as needed, to provide assistance and/ or to keep informed of school disaster status.
- Develop and communicate with Planning Section revised incident action plans as needed.
  - In conjunction with the Public Information Officer, conduct press briefings and review media releases as required. Establish procedures for information releases and press briefings with other agencies who may be involved. • Begin student release when appropriate. NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the Superintendent or his/her designee, except individuals on request of parent/ guardian.

- Utilize your alternate; plan and take regular breaks, 5-10 minutes per hour away from CP.
- Plan regular breaks for all staff and volunteers. Take care of your caregivers.
- Thoroughly brief relief staff upon shift change.
- If an incident becomes a Unified Command, thoroughly brief your Co-Incident Commander(s).
- Release teachers as appropriate. By law, during a disaster, teachers become "disaster workers." Stagger teachers and staff appropriate release time to check on family and loved ones when possible.
- Remain on and in charge of your campus until redirected or released by the Superintendent or his/ her designee.

#### Closing Down:

- Authorize deactivation of sections, branches or units when they are no longer required.

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- At the direction of the Superintendent or his/her designee, deactivate the entire emergency response. If the Fire Department or other outside agency calls an "All Clear," contact the district before taking any further action. • Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit.
- Proclaim termination of the emergency and proceed with recovery operations if necessary.

#### Command Post Equipment and Supplies:

- Emergency Operations Plan
- Campus maps
- Master keys
- Pens, pencils etc.
- Clipboards
- Staff and student rosters- 2 sets
- 2- way radio
- Cell phone
- AM/FM portable radio
- Bullhorn
- Tables and chairs
- Canopy for shelter (if outside)
- Hardhat
- Vest
- Activity log

### A.2 Safety Officer

Primary: Shane Ellis Alternate: Jazmin Haydel

The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

#### Start up Actions:

- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from logistics.
- Put on position identifier, such as vest or hat, if available.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.
- Document the following: Messages received, action taken, decision justification and documentation, requests filled.

#### Operational Duties:

- Monitor drills, exercises and emergency response for safety.
- Identify and mitigate safety hazards and situations.
- Stop or modify all unsafe operations.
- Ensure that responders use appropriate safety equipment.

- Think ahead and anticipate situations and problems before they occur.
- Anticipate situation changes, such as severe aftershocks in all planning.
- Ensure personnel have adequate intake of water and healthy meals, in the event of a prolonged activation. • Keep the Incident Commander (IC) advised of your status and activity and on any problem areas that now need or will require solutions.

#### Closing Down:

- When authorized by IC, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

#### Safety Officer Supplies/ Equipment:

- Vest or position identifier
- Hardhat
- Clipboard, paper, pens and pencils
- Two-way radio

#### A.3. Public Information Officer Primary Frank Williams Alternate Claudia Lopez

The Public Information Officer (PIO) acts as the official spokesperson for the school site in an emergency situation. If a School District PIO is available, he/she will be the official spokesperson. A school site based PIO should only be used if the media is on campus and the district PIO is not available or forthcoming.

- Important Note- the public has the right and need to know important information related to emergencies/ disaster at the school site as soon as it is available and does not jeopardize an ongoing investigation or local and/or national security.
- News media can play a key role assisting the school in getting emergency/ disaster related information to the public and parents. Information released must be consistent, accurate and timely.

#### Start up Actions:

- Determine a possible “news center” site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- Identify yourself as the “PIO” (vest, visor, hat, sign etc.)
- Consult with district PIO to coordinate information release.
- Assess situation and obtain statement from IC. Tape record if possible.
- Advise arriving media that the site is preparing a press release and approximate time of its issue.
- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.
- Contact local Emergency Operations Center (EOC) to coordinate incident specific information to be released to media (i.e.; size of disaster ect.)

#### Operational Duties:

- Keep up to date on the situation
- Statements must be approved by the IC and should reflect:
  - Reassurance
  - Incident or disaster cause and time of origin
  - Size and scope of incident
  - Current situation e.g. condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
- Resources in use
- Best routes to school if known and appropriate
- Any information school wishes to be released to the public
- Read statements if possible
- When answering questions, be complete at truthful, always considering and emotional impact. Avoid speculation, bluffing, lying, and talking ‘off the record’ arguing, etc. Avoid use of the phrase “no comment.”
- Remind school staff to refer all questions from media or waiting parents to the PIO.



- Update information periodically with IC
- Ensure announcements and other information is translated into other languages as needed.
- Monitor news broadcasts about the incident. Correct any misinformation heard.

#### Closing Down:

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- At the Incident Commanders direction, release PIO staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit

##### Public Information Officer Equipment and Supplies

- ID Vest
- Battery Operated AM/FM radio and/or television (if possible)
- Paper/pencils/marketing pens
- Scotch tape/masking tape
- Scissors
- School site maps and area maps
- Laminated poster board or dry erase board for display
- Activity Log

#### A.4. Liaison Officer Primary: Sonia Acosta Alternate: Asmin Quintero

The Liaison Officer serves as the point of contact for outside Agency representatives offering organizational assistance during school site emergency response. The Liaison Officer coordinates the efforts of these outside agencies while on-site to ensure the proper flow of information.

#### Start up Actions:

- Check with Incident Commander (IC) for situation briefing
- Determine your personal operating location and set up as necessary. All command staff should be congregated in one location at an Emergency Operations Center (EOC).
- Obtain necessary equipment and supplies from logistics.
- Put on position identifier, such as vest or hat if available.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the situation.

#### Operational duties:

- Brief Agency Representatives on current situation, priorities and incident action plan.
- Ensure coordination of efforts by keeping IC informed of agencies action plans.
- Provide periodic update briefings to Agency Representatives as necessary.
- Contact the American Red Cross and have them provide a representative to assess the situation.

#### Closing Down:

- At the Incident Commanders direction, deactivate the Liaison Officer position and release staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

##### Liaison Officer Equipment and Supplies

- Vest, hat position identifier.
- Two-way radio
- Clipboard, paper and pens
- Activity Log

## OPERATIONS SECTION B.1 OPERATIONS SECTION CHIEF

Primary: Claudia Lopez

Alternate: Geoffrey Rickett The Operations Chief manages the direct response to the disaster, which can include the following teams:

- Site Security
  - Search and Rescue
  - Student Care
  - Medical, First Aid
  - Student Release

Start up Actions:

- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Assume the duties of ALL Operations Section positions until staff is available and assigned.
- Activate Team Leaders.
- Meet with Team Leaders and initiate response activities.
- Open and maintain activity log.
- Put on position identifier, such as vest or hat if available.

Operational Duties:

- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists. • If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- Coordinate Search and Rescue operations. Appoint Search and Team leaders to direct their operations if necessary. • As information is received from Operations Staff, pass it on to Situation Analysis and/or the Incident Commander. • Inform the Incident Commander regarding tasks and priorities.
- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear and documenting their activities.
- Schedule breaks and reassign Operations staff within the section as needed.

Closing Down:

- At the Incident Commanders direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by IC, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Operations Section Chief Equipment and Supplies:

- Vest or position identifier
- Two-way radio
- Search and Rescue Equipment
- Job Description
- Clipboard, paper or notebook, pens and pencils
- Search and Rescue maps
- Large campus maps
- Activity Log

B.2 Security Team Leader Primary: Mr. John Staggers

Alternate: Ms. Shawnise Willis Assess, identify and mitigate (to the extent possible) campus hazards during and immediately following and on-site disaster/emergency. This team is also responsible for campus security for the duration of the incident, or until the arrival of first responders that assume responsibility. Personnel: Staff as assigned. Work in pairs.

**Start up Actions:**

- Attend a briefing with Operations Section Chief and other Operations Team Leaders.
- Open and maintain position activity log.
- Assess available personnel and make appropriate assignments.
- Assume all Team duties until staff is assigned and available.
- Survey on-campus hazards and prioritize team response.
- Wear hardhat and orange identification vest.
- Take appropriate tools, job description clipboard and radio.
- Check all equipment for batteries, wear and tear etc.

**Operational Duties:**

- Coordinate activities of Site Security Team.
- Verify the shut-off of utilities as necessary.
- Determine integrity of on-campus water system and report this information to the Operations Section Chief.
- Direct the suppression of small fires.
- Coordinate the location of existing and potential hazards.
- Facilitate emergency vehicle access to the campus.
- Oversee/Monitor campus security/perimeter control
- Secure school campus and buildings from unauthorized access.

**Closing Down:**

- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

**Security Team Leader Equipment and Supplies**

- Vest
- Hardhat
- Work gloves
- Whistle
- First Aid Kit
- Two- way radio
- Grand Master Key(s)
- Carry bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, crescent wrench and shut off tools for gas.
- Activity log

**B.3 Search and Rescue Team Leader Primary: Mr. Pineda Alternate : John Staggers**

The Search and Rescue Team Leader is responsible for coordinating all on-site search and rescue efforts. This responsibility includes identifying search and rescue priorities and making team assignments. The Search and Rescue team Leader is also responsible for ensuring the safety of his/her teams while they are in the field.

**Start up Actions:**

- Obtain all necessary equipment.
- Obtain briefing from operations Chief, noting known fires, injuries, or other situations requiring response.
- Assume all Team duties until staff is assigned and available.
- Assign teams based on available manpower, minimum 2 persons per team.

**Operational Duties:**

- Perform visual check of outfitted team leaving CP, include radio check. Teams must wear sturdy shoes and safety equipment.
- Record names and assignments before deploying teams.
- Dispatch teams to high priority areas first, then to search the campus using specific planned routes.
- Send a specific map assignment with each team.

- Remain at Command Post (CP) in radio contact with Search and Rescue Teams.
- Record all teams' progress and reports on site map, keeping other at CP informed of problems. When a room is reported clear, mark a "C" on the site map.
- If injured students or staff is located, consult Operations Chief for response. Utilize Transport Teams, or send a Medical/First Aid Team.
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) on map. • Keep radio communication brief and simple. No codes.

#### Closing Down:

- Record the return of each S and R Team. Direct them to return equipment and report for additional assignments to Logistics.
- Provide maps and logs to the Documentation Unit.

#### Search and Rescue Team Leader and Teams Equipment/Supplies

- Vest
- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- One member wear first aid backpack
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pens and pencils
- Duct tape
- Masking tape
- Activity log

#### B.4 Search and Rescue Teams Team #1 Ms. Brown, Mr. Miller

The Search and Rescue Team (SR) is responsible for safely conducting all on-site search and rescue efforts under the direction of the Search and Rescue Team Leader.

#### Start up Actions:

- Report to Search and Rescue Team Leader for briefing and assignments.
- Gather all SR Equipment and personnel safety gear.
- Check flashlight and radio batteries; perform radio gear.
- Visually inspect each other's gear.
- Make sure you and your partner have school site maps and are clear on your assignment
- Report gas leaks, fires, or structural damage to CP immediately upon discovery. Shut off gas or extinguish fires if possible. • Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas.
- Do not enter severely damaged buildings.
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables.
- Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Command Post that room has been cleared.
- When injured victim is located, team transmit location, number of injured and condition of injured to CP. Do not use names of students or staff on radio. Follow directions from Command post.

- Record exact location of damage and triage tally on map and report information to CP.
- Keep radio communication brief and simple, avoid codes.

#### Closing Down:

- Return equipment to Logistics. Provide maps and logs to the Documentation Unit.

#### Search and Rescue Team Leader and Teams Equipment/Supplies

- Vest
- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- One member wear first aid backpack
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pens and pencils
- Duct tape
- Masking tape
- Activity log

#### B.5 Medical Team Leader Primary Sonia Acosta Alternate Reynalda Giron

The Medical Team Leader is responsible for the provision of emergency medical response, first aid and counseling. Informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide. Ensures that appropriate actions are taken in the event of deaths.

#### Start Up Actions:

- Establish scope of incident with Incident Commander and determine probability of outside emergency medical support and transport needs.
- Assume all Team duties until staff is assigned and available.
- Make Team personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- Setup first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies.
- Assess available inventory of supplies and equipment.
- Review safety procedures and assignments with personnel.
- Establish point of entry for triage into treatment area.
- Establish immediate and delayed treated areas.
- Set up separated Psychological First Aid area if staff levels are sufficient.

#### Operational Duties:

- Oversee care, treatment, and assessment of patients.
- Ensure Caregiver and rescuer safety: Latex gloves for protection.
- Make sure that accurate records are kept.
- Provide personnel response for injuries in remote locations or request transport team from Logistics. •
- If needed, request additional personnel from Logistics.
- Report deaths immediately to Operations Chief.
- Keep Operations Chief informed of overall status.
- Set up morgue, if necessary, in cool, isolated secure area; follow guidelines.
- Stay alert for communicable and isolate as appropriate.

- Consult with Student Care director regarding health care, medications and meals for students with known medical conditions.

#### Closing Down

- At the Incident Commanders direction, release Medical staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

#### Medical Team Leader Equipment and Supplies

- Vest
- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- First Aid Kits w/ backpacks
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pens and pencils
- Duct tape
- Masking tape
- Stretchers
- Blankets
- Quick Medical Reference Guides
- Tables and Chairs
- Ground cover
- Activity log

#### B.6 Medical Teams

Team #1 Primary DeAnna Garrett

Alternate Asmin Quintero

Use approved safety equipment and techniques. Locate staff that is first aid trained and if possible, first aid certified.

#### Start Up Actions:

- Obtain and wear personnel safety equipment including latex gloves.
- Check with Medical Team Leader for assignment

#### Operational Duties:

- Administer appropriate first aid.
- Keep accurate records of care given.
- Continue to assess victims at regular intervals.
- Report deaths immediately to Medical Team Leader
- If, and when, transport is available, do final assessment and document on triage tag. Keep and file records for reference do not send with victim.

- Students Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out of area phone number

#### Triage Entry Area:

- Staffed with a minimum of 2 trained team members, if possible.
- One member confirms triage tag category (red, yellow, green) and

Directs to proper treatment area. Should take 30 seconds to assess, no treatment takes place here. Assess if not logged.

- Second team member logs victim's names on form and sends forms to CP as completed.

#### Treatment Area:

- Staff with minimum of 2 team members per area if possible.
- One member completes secondary head to toe assessment.
- Second member records information on triage tag and on site treatment records.
- Follow categories: Immediate, Delayed, Dead
- When using 2 way radios, do not use names of injured or dead.

#### Closing Down:

- Return equipment and unused supplies to Logistics.
- Clean up first aid area. Dispose of Hazardous waste safely.
- Complete all paperwork and turn it in to the Documentation Unit.

#### Medical Teams Equipment/Supplies

- Vest
- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- One member wear first aid backpack
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pens and pencils
- Duct tape
- Masking tape
- Activity log

#### B.7 Student Care Team Leader: Shawnese Willis

The Student Care Team Leader is responsible for providing for the safe sheltering and care of students and staff while on-site during an emergency. This person is also in charge of facilitating campus evacuation, when the school site is deemed, by the Management Team to be unsafe.

Personnel: Classroom teachers, substitute teachers and staff are assigned. Start-up Actions:

- Wear identification vest if available.
- Take job description clipboard and a radio
- Check in with Operations Chief for situation briefing.
- Assume all Team duties until staff is assigned and available.
- Assign personnel to assignments as needed.
- If designated assembly/shelter site is destroyed or inaccessible, consult with Operations Sections Chief and determine alternate location.
- If school is evacuating:

- Verify that the assembly area and routes to it are safe.
- Count or observe the classrooms as they exit, to make sure that all classes evacuate.
- Initiate the set-up of portable toilet facilities and hand washing stations.
- Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the disaster.
- Monitor the safety and well being of the students and staff in the shelter/assembly area.
- Oversee the procurement and distribution of food and water.
- Direct set-up of sanitary facilities when necessary.
- Coordinate Student Release with Student Release Team Leader when directed by Operations Section chief. • Administer minor first aid as needed.
- Determine the need for setting up a counseling/mental health site.
- Communicate need to Operations Section Chief.
- Arrange for counseling and mental health intervention as needed.
- Coordinate with Medical Branch for treatment of more serious physical and mental health care.

#### Closing down:

- Close shelter per direction of Operations Section Chief.
- Return equipment and reusable supplies to Logistics.
- When authorized by IC, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

#### Student Care Team Leader Equipment/ Supplies

- Vest
- 2 way radio
- Ground cover Tarps
- First aid kit
- Water
- Food
- Sanitation supplies
- Activities for students: books, games, etc.
- Activity Log

#### B.8 Student Care Teams Team #1 DeAnna Garrett

Provide for the safe sheltering and care of students and staff while on-site during an emergency. This team is also responsible for facilitating campus evacuation when the school site is deemed by the Management Team to be unsafe.

#### Start-up Actions:

- Meet with Student Care Team Leader.
- Secure assembly site or set up shelter per directions of Student Care Team Leader.
- Gather all supplies from storage locker(s) and transport to assembly/shelter site.
- Conduct initial population assessment.

#### Operational Duties:

- Facilitate the orderly distribution of food and water.
- Set up sanitary facilities per direction of Student Care Team Leader.
- Make arrangements to provide shelter for students and staff.
- Maintain and update student and staff population log.
- Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the incident.
- Monitor the safety and well being of the students and staff in the shelter/assembly area.
- Administer minor first aid as needed.



- Administer counseling and mental health intervention as needed.
- Maintain log of all assistance given and nature of that assistance.
- Cooperate with Student Release Team to facilitate orderly Student Release (when directed by Student Care Tea, Leader).
- Arrange activities and keep students reassured.
- Update records of the number of students and staff in the assembly area (or in the buildings).
- Direct all requests for information to PIO.

#### Closing Down:

- Close shelter per direction of Operations Section Chief.
- Return equipment and reusable supplies to Logistics.
- When authorized by IC, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

#### Student Care Team Equipment/ Supplies

- Vest
- 2 way radio
- Ground cover Tarps
- First aid kit
- Water
- Food
- Sanitation supplies
- Activities for students: books, games, etc.
- Activity Log

#### B.9 Student Release Team Leader Primary: Sonia Acosta

Oversee the reunification of students with their parents or authorized adult through separate Request and Release Gates.

Personnel: School Registrar, available staff and emergency volunteers. Law enforcement if available, to maintain security of release area.

#### Start up Actions:

- Attend a briefing with the Operations Section Chief and other Operations Team Leaders.
- Open and maintain position activity log.
- Assume all Team duties until staff is assigned and available.
- Designate secure areas for student request and release and authorize setup.
- Set up Request Gate at a main student access gate if possible. Note: Release Gate should be some distance from Request Gate.
- Obtain and wear vest or position identifier, if available.
- Obtain necessary equipment and forms from logistics.

#### Operational Duties:

- Monitor request and release operations.
- Oversee Student Release Team "Procedures" for request and release of students.
- Assist with the location/ verification of missing students.
- Stay in contact with Student Care, Site Security, and Medical Team Leaders.

#### Closing Down:

- At the direction of the Operations Chief, Return equipment and unused supplies to Logistics.
- Complete all paperwork and turn in to the Documentation Unit.

#### Student Release Team Leader Equipment/Supplies

- Job Description clipboards
- Pens, pencils and staplers.
- Boxes of Emergency Cards.
- Signs to mark Parent Request Gate and Parent Release Gate.
- Signs for alphabetical grouping to organize the parents (A-F etc.)

- Student Release Log

### B.10 Student Release Team

Primary: Sonia Acosta Spanish Sonia Acosta

#### Start up Actions:

- Report to Student Release Team Leader for briefing and assignments.
- Gather all student release equipment and supplies.
- Set up Request Gate at a main student access gate.
- Post alphabetical signage on Request Table to organize parent requests (example: A-F, G-L, M-R, S-Z). • Have Student Release Forms available for parents outside of fence at Request Gate. Have support from other staff and law enforcement, if available.
- Set up Student Release Gate some distance from Request Gate.
- Have Student Release Forms available on clipboards.
- Secure area against unauthorized access. Mark gates with signs.
- Obtain and wear vest or position identifier.
- Obtain necessary equipment and forms from Logistics.

#### Operational Duties:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians. • Refer all requests for information to the Public Information Officer. DO NOT SPREAD RUMORS!
- Maintain log of students released.

#### Procedures:

- Divide Student Emergency Cards according to alphabetical groupings posted at Request Table.
- Requesting adult fills out Student Release Form, gives it to a staff member, and shows identification. • Staff verifies identification, pulls Emergency Card from file and verifies that the requester is listed on the Emergency Card. • Staff instructs the requester to proceed to the Release Gate.
- If there are two copies of the Emergency Cards (one at each gate) staff files the Emergency Card in the "out" box. If there is only one copy, runner takes the card with the Student Release Form and staff files a blank card with the student's name on it in the "out" box.
- Runner takes form(s) to the designated classroom. Note: If parent refuses to wait on line, don't argue. Note time with appropriate comments on Emergency Card and place in "out" box.

#### If student is with class:

- Runner shows Student Release Form to teacher.
- Teacher makes notation, "Sent with runner."
- If appropriate, teacher sends parent copy of first aid form with runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to release personnel.
- Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given, if applicable.

#### If student is NOT with the class:

- Teacher makes appropriate notation on Student Release Form:
- "Absent" if student was never in school that day. "First Aid" if student is in Medical Treatment Area. "Missing" if student was in school, but now cannot be located.
- Runner takes Student Release Form to Student Release Team Leader.
  - Student Release Team Leader verifies student location with Command Post (if known) and meets with parent(s). • If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Student Release Team Leader for verification.
  - Parent should be notified of missing student status and escorted to crisis counselor.
  - If student is in first aid, parent should be escorted to medical Treatment Area.
  - If student was marked absent, Student Release Team Leader will notify parent.

**Closing Down:**

- Close Request and Release tables when directed by Student Release Team Leader.
- Make sure all confidential information and emergency cards are returned to Team Leader for secure storage.
- Return all equipment to Logistics.
- Complete/close out all logs and turn them over to the Documentation Unit.

**Student Release Team Equipment/Supplies**

- Job Description clipboards
- Pens, pencils and staplers.
- Boxes of Emergency Cards.
- Signs to mark Parent Request Gate and Parent Release Gate.
- Signs for alphabetical grouping to organize the parents (A-F etc.)
- Student Release Log

**PLANNING SECTION C.1 PLANNING SECTION CHIEF Primary Dr. Monique Woodley**

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource status. Work with Incident Commander to develop the Incident Action Plan. The Section is made up of the Documentation Unit and the Situation Analysis Unit.

**Start up Actions:**

- Check in with Incident Commander (IC) for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Open and maintain activity log.
- Assume duties of ALL Planning Section positions until staff is assigned and available.
- Activate Unit Leaders as needed.
- Put on position identifier, such as vest etc.
- File all reports for reference.
- Important: a permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—they are legal documents.

**Student and Staff Accounting:**

- Receive record and analyze Student Accounting forms.
- Coordinate with the Staffing Unit in Logistics to ensure that staff sign in, recording name, assignment, and time on-duty and off-duty.
- Check off staff roster. Compute number of students, staff and others on campus for Situation Analysis. Update periodically.
- Report missing persons and site damage to Command Post.
- Report first aid needs to Medical Team Leader.
- File forms for reference.

**Closing Down:**

- Collect and file all paperwork and documentation from deactivating sections.
- Securely package and store these documents for future use.
- Return equipment and reusable supplies to Logistics.

**Planning Chief Equipment/Supplies**

- 2 way radio
- Paper, pens
- File Box
- Job Description clipboard
- Forms: Situation/Status Report

Situation/ Status Update Check in with Planning for situation briefing.

- Obtain necessary equipped supplies from Logistics.

## Operational Duties

### Situation Status – Map

- Collect, organize and analyze situation information.
- Mark site map appropriately as related reports are received. This includes but is not limited to Search and Rescue reports and damage updates, giving a concise picture status of campus.
- Preserve map as legal document until photographed.
- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home etc.

### Situation Analysis:

- Provide current situation assessments based on analysis of information received.

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- Develop situation reports for the Command Post to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- Report only to Command Post Personnel. Refer all other requests to Public Information Officer.

### Closing Down:

- Close out all logs and turn all documents into Documentation.
- Return equipment and reusable supplies to Logistics.

### Situation Analysis Unit Equipment/Supplies

- 2 way radio
- Paper and pens, pencils
- File boxes
- Job Description clipboard
- Dry erase board and pens
- Tissues
- Large site map of campus, laminated or covered with Plexiglas

### C.3 Documentation Unit Primary: Claudia Lopez

This unit is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

### Start up Actions:

- Check in with Planning Chief for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as vest.
- Determine whether there will be a Staffing Unit and a Finance/Administration Section. If there is neither, the Documentation Unit will be responsible for maintaining all records of any expenditures as well as all personnel time keeping records.

### Operational Duties

- Maintain time log of the incident, noting all actions and reports.
- Record content of all communication with XXX School District Emergency Operations Center (EOC). • Record verbal communication for basic content.
- Log in all written reports.
- File all reports for reference.

### Student and Staff Accounting:

- Receive record and analyze Student Accounting forms.

- Coordinate with the Staffing Unit in Logistics to ensure that staff signs in, recording name, assignment, and time on duty and off duty.
- Check off staff roster. Compute number of students, staff and others on campus for Situation Analysis. Update periodically.
- Report missing persons and site damage to Command Post.
- Report first aid needs to medical team leader.
- File forms for reference.

#### Closing Down:

- Collect and file all paper work and documentation from deactivating sections.
- Securely package and store these documents for future use.

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- Return equipment and reusable supplies to Logistics.

#### Documentation Unit Equipment/Supplies

- 2 way radio
- Paper, pens and pencils, file boxes, Job Description Clipboard

#### C.4 Situation Analysis Unit Primary Dr. Monique Woodley/Matt Brown

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and status of resources. Maintain accurate site map. Provide ongoing analysis of situation and resource status.

#### Start Up Actions:

- Check in with Planning Chief for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as vest or hat.

#### Operational Duties:

##### Situation Status- Map

- Collect, organize and analyze situation information.
- Mark site map appropriately as related reports are received. This includes but is not limited to Search and Rescue reports and damage updates, giving a concise picture status of campus.
- Preserve map as a legal document until photographed.
- Use area wide map to record information on major incidents, road closures, and utility outages. Can use by staff for planning routes away from campus.

##### Situation Analysis:

- Provide current situation assessments based on analysis if information received.
- Develop situation reports for the Command Post to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- Report only to Command Post Personnel. Refer all other requests to Public Information Officer.

#### Closing Down:

- Close out all logs and turn into Documentation.
- Return equipment and reusable supplies to Logistics.

#### Situation Analysis Unit Equipment/Supplies

- 2 way radio
- Paper and pens, pencils, dry erase board and pens, tissues
- File boxes
- Job Description clipboard
- Large site map of campus laminated or covered with Plexiglas.

## LOGISTICS SECTION D.1 LOGISTICS SECTION CHIEF Primary Frank Williams

The Logistics Section is responsible for providing facilities, services, personnel, equipment, materials and forms in support of the incident. The section set ups and maintains an Incident Check-In Roster. The Section is made up of the following units:

## Supplies/Facilities, Staffing and Communications.

## Start up Actions:

- Check in with Incident Commander for situation briefing.
- Obtain on site supplies and open facilities.
- Put on position identifier, such as vest or hat.
- Assume lead of all Logistics positions until staffed.
- Activate Team leaders.
- Begin distribution of supplies and equipment as needed.

## Operational Duties:

- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists. • Ensure that the Incident Command Post and other facilities are properly set up.
- Coordinate supplies, equipment and personnel needs with the Incident Commander.
- Maintain security of stored supplies and equipment.
- Oversee distribution of supplies and equipment where and as needed.

## Closing Down:

- At the Incident Commander's direction, deactivate the section and close out all logs.
- Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.

## Logistics Section Chief Equipment/ Supplies

- 2-way radio
- Job Description clipboard
- Paper, pens and paper
- Cargo container or other storage area with emergency supplies stored on campus.

D.2 Supplies/Facilities Unit Primary Shane Ellis This unit is responsible for providing facilities, equipment, supplies and materials in support of the incident.

## Start Up Action:

- Check in with Logistics chief for situation briefing.
- Open supplies container or other storage area if necessary.
- Put on position identifier, such as vest or hat.
- Begin distribution of supplies and equipment as needed.
- Set up the Command Post.

## Operational Duties:

- Maintain security of supplies and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating appropriate supplies and equipment.
- Set up Staging Area, Sanitation Area, Feeding Area and other facilities as needed.

## Closing Down:

- At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned. •

Secure all equipment and supplies.

#### Supplies/ Facilities Unit Equipment/ Supplies

- 2 way radio
- Job Description clipboard
- Paper, pens and paper
- Cargo container or other storage area with emergency supplies stored on campus

#### D.3 Staffing Unit Primary: Dr. Monique Woodley/Matt Brown

This unit is responsible for coordinating the check in and assignment of personnel (staff, students, incident volunteers) in support of the incident. Start Up Actions:

- Check in with Logistics Chief for situation briefing.
- Put on position identifier, such as vest, if available.
- Establish a check in location to insure that all personnel working on the incident are accounted for. •
- Post signs so that staff can easily find incident check in location.

#### Operational duties:

- Open three logs to list staff, volunteers and students who are awaiting assignment.
- Ensure that staff sign in, recording name, assignment, and time on duty and off duty. Make photocopies for the Documentation Unit in the Planning Section.
- Deploy personnel as requested by the Incident Commander.
- Sign in volunteers, making sure that volunteers are wearing ID badges and are on the site disaster list. Unregistered volunteers need to be registered.

#### Closing Down:

- Ask volunteers to sign out.
- At the Logistic Chief's direction, close out all logs and turn them into Documentation Unit.
- Return all equipment and supplies.

#### Staffing Unit Equipment/ Supplies

- 2 way radio
- Job Description clipboard
- Paper, pens and paper
- Cargo container or other storage area with emergency supplies stored on campus

#### D.4 Communications Unit Primary: Dr. Monique Woodley

This unit is responsible for establishing, coordinating and directing verbal and written communications within the school disaster site and with the School District. If the School District cannot be contacted, communications may be made with outside agencies when necessary.

Personnel: School staff member with two-way radio, supported by student or disaster volunteer runners, and if available, a Disaster volunteer who is a qualified amateur radio operator.

#### Start Up Actions:

- Set up Communications station in a quiet location with access to the Command Post.
- Turn on radios and advise Command Post when ready to accept radio traffic.

#### Operational Duties:

- Coordinate all communications between site, XXX School District and local Emergency Operations Center. •
- Use runners to deliver messages to the Incident Commander with copies to the Planning Section Chief. •

Maintain Communications log: Date/ Time/ Originator/ Recipient.

- Monitor AM/FM radio stations and local TV for local emergency news.
- Direct the media or the public to the Public Information Officer.

Closing Down:

- Close out all logs, message forms, etc. and turn them over to Documentation.
- Return all equipment and unused supplies to Logistics.

Communications Unit Equipment/ Supplies

- 2 way radios with spare batteries for each
- Job description clipboard
- Paper, pens and pencils
- Table and chairs
- AM/FM Radio and television if possible
- File boxes
- Tote tray for outgoing messages
- Activity Log

#### D.5 Transportation Unit Primary Matt Brown

The Transportation Unit is responsible for implementing the transportation plan during school emergencies. Part of those responsibilities include assessing the need for buses and trucks for the ferrying of students, staff and/or supplies and directing vehicles to where they are needed.

Start Up Actions:

- Attend a briefing with the Logistics Section Chief and the Supplies and Staffing Team Leader.
- Open and maintain position activity log.
- Gather all supplies and personal safety gear.

Operational Duties:

- Implement various components of the transportation plan.
- Direct the use of vehicles on campus.
- Stay in contact with Section Chief about the needs of other sections.

Closing Down:

- Release staff and volunteers per direction of Incident Commander.
- Arrange for return of vehicles to vendors.
- Make sure all equipment and reusable supplies are safely and securely stored.
- Close out all logs, messages forms, etc and turn them over to Documentation.
- Return all equipment and unused supplies to Logistics.

Transportation Unit Equipment/ Supplies

- 2 way radios with spare batteries for each
- Job description clipboard
- Paper, pens and pencils
- Table and chairs
- AM/FM Radio and television if possible
- File boxes
- Tote tray for outgoing messages
- Activity Log

#### FINANCE/ADMINISTRATION SECTION



### E.1 FINANCE/ADMINISTRATION SECTION CHIEF Primary: Matt Brown

The Finance/Administration Section is responsible for financial tracking, procurement and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

#### Start Up Actions:

- Check in with Incident Commander for situation briefing.
- Put on position identifier, such as vest or hat.
- Locate and set up workspace.
- Check in with the Documentation Clerk to collect records and information, which relate to personnel time keeping and/or purchasing.

#### Operational Duties:

- Assume all duties of the Recordkeeping Unit until staff is available and assigned.
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists. • Document all expenses for possible future reimbursement.

#### Closing Down:

- At the Incident Commander's direction, deactivate the section and close out all logs.
- Verify that closing tasks of all Finance/Administration positions have been accomplished. Secure all documents and records.

#### Finance/Administration Equipment/ Supplies

- Job Description clipboard
- Paper, Pens and Pencils
- Activity Log

### E.2 Recordkeeping Unit Primary: Frank Williams

The Recordkeeping Unit is responsible for ensuring that records for personnel costs, volunteers, payroll, purchasing materials and supplies, insurance claims and cost recovery are maintained during campus emergencies.

#### Start Up Actions:

- Attend a briefing with Finance/Administration Section Chief.
- Locate all supplies.
- Activate personnel and make appropriate assignments.

#### Operational Duties:

- Monitor the tracking of staff and volunteer hours.
- Monitor the tracking of response-related requests and purchases.
- Facilitate the processing of purchase requests from Logistics Section Chief.

#### Closing Down:

- Release staff and volunteers per direction of Section Chief.
- Make sure all equipment and unused supplies are returned to Logistics.
- Complete/close-out all logs and turn them over Documentation Team.

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#### Recordkeeping Unit Equipment/ Supplies

- Job Description clipboard
- Paper, Pens and Pencils
- Activity Log

## 9. SCHOOL DISTRICT EMERGENCY RESPONSE PROCEDURES

- Local Emergency and Agency Phone Numbers
- Overview of Emergency Procedures
- Initial Response to Emergencies
- Duck and Cover
- Shelter In-Place
- Lock Down
- Building Evacuation
- Off- Site Evacuation
- All-Clear
- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- Bus Disaster
- Disorderly Conduct
- Earthquake
- Explosion
- Fire
- Fire on School Grounds
- Flooding
- Incapacitated Staff Member
- Loss of Utilities
- Motor Vehicle Crash
- Psychological Trauma
- Suspected Contamination of Food and/ or Water
- Unlawful Walkout/Demonstration
- Windstorm
- First Aid Guidelines

Each procedure is described in detail and utilizes the school emergency management team for emergency procedures. Not every position may need to be activated on every incident. Each incident needs to be evaluated individually with appropriate response initiated depending on the complexity.

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures, and should consider modifications as necessary to assure the health and safety of all personnel during an emergency.

### **Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

### **Planning & Intelligence**

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

**Operations**

All response actions are implemented under Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

**Logistics**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

**Finance & Administration**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

**Emergency Response Guidelines****Step One: Identify the Type of Emergency**

Assess the situation carefully yet quickly. Is there immediate danger to staff or students? Is the danger within the building or outside the building? What is the magnitude of the event?

**Step Two: Identify the Level of Emergency**

What is the magnitude of the event? Is it life threatening? What needs to be done immediately to protect safety while further information is gathered?

**Step Three: Determine the Immediate Response Action**

Do not delay in calling 911 and the District Office. It is better to have emergency responders arrive and not be needed than to delay calling them and risk injury or harm.

**Step Four: Communicate the Appropriate Response Action**

Communicate clearly to staff and students what they should do immediately. Activate the emergency response team at the school as needed.

**Types of Emergencies & Specific Procedures****Aircraft Crash**

This procedure addresses situations involving an Aircraft Crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer Biological or Chemical Release. If a crash results in a utility interruption, refer to Loss or Failure

of Utilities.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DROP, COVER and HOLD ON, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call "911" and the Los Angeles County Sheriff and provide the exact location (e.g., building or area) and nature of emergency. The School Administrator will call the office of the District Superintendent.
5. If on school property, the Security/Facilities Team will secure the crash area to prevent unauthorized access. 6. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.

7. The First Aid/Medical Team will check injuries to provide appropriate first aid.
8. Any affected areas will not be reopened until the Fire Department or County HazMat or appropriate agency provides clearance and the School Administrator issues authorization to do so.
9. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery as appropriate.
10. If it is unsafe to remain on campus, the School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in condition.

### **Animal Disturbance**

#### **Intruders/ Vicious Animals**

1. Call the school main office and office staff will check out the situation and take appropriate action (i.e., contact Police or animal control agency).
2. Administration should initiate a code to alert staff of a potential suspicious intruder.
3. Keep the students in the classroom until the threat is cleared.
4. Implement shelter in place if necessary; lock classroom doors and windows, move away from windows, draw curtains, remain silent.
5. Notify office of who is with you, if possible.
6. All students outside of the building are to be quietly and cautiously led into the building.
7. Wait for further instructions from administration and/or police/animal agency.

### **Armed Assault on Campus**

#### **Armed Assault on Campus**

Armed Assault on Campus involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Guns, knives or other harmful devices may be involved.

#### **Procedure**

1. Upon first indication or armed assault, school personnel immediately call 911. School site security team are to be notified via radio or cell phone.
2. School Administrator is notified. School Administrator assures or designates a person to remain online with Police/Sheriff if safe to do so.

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3. If suspect is seen, do not engage. This could generate a hostage situation. Give 911 operator a detailed description of suspect(s). If suspect is outside, try to keep suspect outside.
4. School Administrator initiates Lockdown Procedures
5. Staff keeps everyone in an area under cover and as concealed as possible. Stay behind solid walls and doors; keep away from windows.
6. If students are in class at time of Lockdown, staff will:
  - a. Explain that there is an emergency
  - b. Lock all classroom doors
  - c. Have students lie on floor, behind or underneath solid objects
  - d. Close blinds stay away from windows
  - e. Control all cell phone activity
  - f. Remain in classroom until personally advised to move by administration or law enforcement
7. If students are not in class at time of Lockdown, staff will:
  - a. Move students to nearest available safe building, without drawing attention to self or students. If doors are locked, continue to look for a safe area.
  - b. Once inside, lock doors if possible; if lock is on outside of door, attempt secure door from inside
  - c. Follow remaining steps in item 6 above
8. Staff takes steps to calm and control students, and if safe to do so, attempt to maintain separation between students and suspect(s)
9. Maintain order in all areas of assembly or shelter, await arrival of law enforcement. Be prepared for lengthy stay of 2-4 hours.
- 10.

All Clear signal will be made by personal notification only, after consultation with Law Enforcement Administrative Personnel on scene

1.1. Staff is not to act upon bells or PA messages without this personal notification

### **Biological or Chemical Release**

Chemical Spill/ Incident

If Indoors:

1. Block or rope off area – DO NOT TOUCH ANYTHING.
2. Evacuate room and TURN OFF air conditioning system.
3. Notify school office and Head Custodian of the incident - contact 911 if necessary.
4. Head Custodian should check for chemical safety data to determine clean up procedure.

If Outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the principal will determine if students should be evacuated.
2. Move away from buildings, poles and overhead wires.
3. Close doors and windows and TURN OFF air conditioning system.
4. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
5. Give first aid.
6. Staff to follow the emergency procedures previously described.

A biological or chemical release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant. This procedure deals with three possible scenarios involving the release of biochemical substances:

Scenario 1: Substance released inside a room or a building

Scenario 2: Substance released outdoors and localized

Scenario 3: Substance released in the surrounding community

It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below:

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Scenario 1: Substance Released Inside a Room or Building

General Procedures

1. Evacuate the building
2. Notify Main Office Administration
3. Turn off all fans in the area of the release; close the windows and doors, shut down the building's air handling system

IC Responsibilities

1. Signal for the building to be evacuated
2. Call 911
3. Contact the Alliance Home Office
4. Direct School Emergency Response Team members (search & rescue team) to isolate and restrict access to potentially contaminated areas
5. Direct School Emergency Response Team members (search & rescue team) to turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system
6. Ensure persons who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities.
7. Complete the Biological and Chemical Release Response Checklist
8. The School, or affected areas, will not reopen until the County HazMat or appropriate agency provides clearance to do so

Teacher/Staff Responsibilities

1. Evacuate classroom in a calm and orderly fashion. Follow general evacuation procedures.
2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated area; specify those who may have had actual contact with the substance. Provide this information to the IC.

#### First Aid Team

1. Direct or assist individuals who have come into direct contact with hazardous substances, to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin.
2. Remove and contain all contaminated clothes
3. Segregate individuals that have been contaminated "topically" by a liquid from unaffected individuals (isolation does not apply to widespread airborne releases)
4. Provide additional medical attention as needed

#### Scenario 2: Substance Released Outdoors and Localized

##### General Procedures

1. Notify Main Office/Administration
2. Turn off all fans in the area of the release; close the windows and doors, shut down the building's air handling system

##### IC Responsibilities

1. Immediately direct staff to remove students from the affected areas to an area upwind from the release. If necessary, evacuate the building.
2. Call 911
3. Contact the Alliance Home Office
4. Direct School Emergency Response Team members (search & rescue team) to establish a safe perimeter around the affected area and ensure personnel do not reenter the area
5. Direct School Emergency Response Team members (search & rescue team) to turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system
6. Ensure persons who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities.
7. The School, or affected areas, will not reopen until the County HazMat or appropriate agency provides clearance to do so

##### Teacher/Staff Responsibilities

1. Evacuate students away from the affected area, as directed by the IC
2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated area; specify those who may have had actual contact with the substance. Provide this information to the IC.

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#### First Aid Team

1. Direct or assist individuals who have come into direct contact with hazardous substances, to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin.
2. Remove and contain all contaminated clothes
3. Segregate individuals that have been contaminated "topically" by a liquid from unaffected individuals (isolation does not apply to widespread airborne releases)
4. Provide additional medical attention as needed

#### Scenario 3: Substance Released in Surrounding Community

##### IC Responsibilities

1. Once local authorities determine a potentially toxic substance has been released to the atmosphere, initiate a Lockdown (Soft)
2. Direct all students and staff who are outside when the Lockdown (Soft) is declared to return to their classrooms or other designated space
3. Call 911 and advise them of the school's response to the event
4. Contact the Alliance Home Office
5. Direct staff to turn off local fans, close and lock doors and windows. Consider directing staff to seal gaps under doors and windows with wet towels or duct tape. If gaps are sealed; monitor the air space in each classroom.
6. Direct School Emergency Response Team (search & rescue team) to seal vents with aluminum foil or plastic wrap and turn off sources of ignition, such as pilot lights, and shut down all buildings' air handling systems

**Teacher/Staff Responsibilities**

1. When directed to do so, turn off local fans, close and lock doors and windows, seal gaps under doors and windows with wet towels or duct tape. If gaps are sealed; monitor the air space.
2. Report any medical conditions or other concerns to the IC.

**Bomb Threat/ Threat Of violence****Lockdown/Shooting Incident**

If a shooting takes place the first priority is to shelter students and staff. On hearing shots or an announcement from Principal:

1. Teachers close and lock all classroom doors and windows immediately.
2. Teachers take roll.
3. Teachers calmly direct students to duck under their desks.
4. Principal calls 911.
5. Principal assigned person ensure students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure classroom or office.
6. Office personnel close and lock all office doors and windows immediately.
7. Nobody leaves their secure sites until emergency crew members escort them to safety.
8. Assigned person(s) will control and organize media.
9. Assigned person(s) will ensure that counseling services are available as soon as possible.

**Bomb Threat**

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a citing of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify Principal immediately.
2. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

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If there is a citing of a suspicious object, the person would:

1. Notify Principal immediately.
2. Do not touch the object but note any identifying features to describe it to the Principal and emergency crews.

In all cases:

1. If Principal determines to evacuate, staff follows emergency procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
3. If you see any suspicious object, steer clear of it and report it to the Principal and the emergency crew chief. Follow all emergency crew and bomb squad directives.
4. Use radios, walkie-talkies and phones only if absolutely necessary as the frequencies may set off the bomb(s).

**Explosion**

If indoors:

1. All drop down to the floor and duck and cover.
2. Turn away from the windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms of hold to the cover.
5. Hold the position until directed to the building.
6. Staff to follow the emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.

#### 4. Staff to follow emergency procedures previously described.

##### Death/Suicide

1. Principal will be notified in the event of a death or suicide on campus.
2. Assigned person(s) will phone 911.
3. Assigned person(s) will phone TEACH headquarters.
4. Principal will notify teachers to keep students in their classrooms until informed otherwise.
5. Assigned person(s) will control and organize media.
6. Assigned person(s) will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
7. Assigned person(s) will ensure that counseling services are available as soon as possible.

##### Suicide Prevention

Assisting students who express suicidal wishes or engage in suicidal behaviors is essential to maintaining a safe and healthy environment for students.

1. An administrator who serves as the head of the school site shall respond to reported incidents of students expressing suicidal wishes or engaging in suicidal behaviors.
2. A preliminary assessment and referrals, as appropriate, will be completed by the designated "administrator", including a review of risk factors.
3. Parents must be informed of the student's actions or expressions of intent.

Responses to Bomb Threat are initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that present risk of an explosion.

##### General Procedures

1. Evacuation route should be posted in every classroom
2. Use Bomb Threat Checklist to record information about telephone bomb threats. Listen to the message without interrupting the caller. Write down the message, noting time of call, unusual background noises, and estimated age of caller, and try to keep the caller talking. Attempt to ascertain from the caller the type of bomb, location placed, time of detonation, and reason school has been targeted.
3. After caller has concluded his or her threat, hang up and immediately lift the receiver and press \*69 (call trace)
4. If school has caller ID, note the number from which call was made
5. Notify Main Office Administration
6. If threat is written, place it in an envelope or plastic bag
7. Prepare media statement and flier to inform parents

##### IC Responsibilities

1. Evaluate the bomb threat and determine if building evacuation is necessary
  2. If threat is deemed valid:
    - a. Call 911 – advise building is being evacuated because of a bomb threat
    - b. Activate SERT
    - c. Turn off school bell system
    - d. Don't use PA system
    - e. Turn off all two-way radios
  3. Dispatch SERT to notify each classroom of the need to evacuate the school. While completing this task, conduct a limited search of common areas of the school.
  4. In consultation with police/fire officials, determine when it is safe to reenter the school
- NOTE: Do not utilize the fire alarm system to evacuate the building

##### Teacher/Staff Responsibilities

1. Upon receipt of notification to evacuate the school, conduct a limited search of classrooms to determine if any strange or unknown objects are in the room
2. Proceed to pre-designated evacuation point with emergency backpack
3. Maintain control of students and advise SERT of any missing children



#### 4. Do not reenter the building until directed to do so by a SERT member or someone in authority

##### Device Found

Upon discovery of a suspicious device, immediately send word to the IC. If the device is found in a classroom with students, immediately, but in an orderly manner, evacuate the classroom. UNDER NO CONDITION ATTEMPT TO TOUCH OR MOVE THE DEVICE.

##### IC Responsibilities

###### 1. Upon notification of a device found:

- a. Call 911 – advise building is being evacuated because a suspected bomb has been discovered. If possible, give a description of the device.
- b. Activate the SERT
- c. Turn off the school bell system
- d. Turn off all two-way radios
- e. Do not use the fire alarm system to evacuate the building

###### 2. Dispatch SERT to begin the evacuation process. The order of evacuation should be:

- a. Classroom in which the device is located
- b. Classrooms on either side of, across the hall from, that back up to, or are directly above or below the classroom containing the device. Continue increasing the size of the evacuation until all students and staff are at a safe distance.
3. The evacuation must be conducted in an orderly and controlled manner so as not to create an unstable environment which may exacerbate the situation
4. In consultation with police/fire/bomb disposal officials, determine when it is safe to reenter the building

##### Teacher/Staff Responsibilities

1. Upon receipt of notification to evacuate the classroom, proceed to pre-designated evacuation location with emergency back pack
2. Maintain control of students and advise SERT of any missing or unaccounted for students
3. Do not enter the school until directed to do so by an SERT or police/fire authority

##### Fire in Surrounding Area

##### FIRE ON SCHOOL GROUNDS

Procedure addresses situations where fire is discovered on school grounds. A quick response situation is very important to prevent injuries and property damage.

##### Procedure

1. Upon discovery of fire, signal fire alarm and teachers and staff direct all students out of building and area in a calm and orderly manner.
2. School Administrator immediately initiates Evacuate Building. Staff and students evacuate using prescribed routes or other safe routes to assembly/shelter site.
3. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
4. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
5. Site Security Team suppresses fires and initiates rescue procedures until local fire department arrives.
6. Site Security Team secures area to prevent unauthorized entry and keeps access roads and gates clear for emergency vehicles.
7. Site Security Team Leader directs fire department to fire and briefs department official on situation.
8. Site Security Team/Plant Supervisor notifies Maintenance and Operations Director or Designee of situation and also informs to contact any affected utility companies to respond.
9. If needed, Director of Transportation or Designee is notified for buses to evacuate students and staff if warranted.
10. Any affected areas are not reopened until local fire department or appropriate agency provides clearance and School Administration.
11. All fires, regardless of size, which are extinguished by school personnel, require a contact to fire department to indicate "fire is out" and to request fire department to respond for investigation and confirm.

##### FIRE IN SURROUNDING AREA

Procedure addresses fire discovered in area adjoining school. The initiated response actions take into consideration location and size of fire, its proximity to school and likelihood that fire may affect school.

##### Procedure

1. School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation.

2. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
3. School Administration instructs Site Security Team to prevent students from approaching fire and keep routes open for emergency vehicles.
4. Agency Liaison works with fire department to determine if school grounds are threatened by fire, smoke, or other hazardous conditions.
5. If School Administrator issues Evacuate Building, staff and students evacuate affected building(s) using prescribed routes or other safe routes to assembly/shelter site.
6. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
7. If needed, Director of Transportation is notified for request of buses for student and staff evacuation.
9. School Administrator initiates Off- Site Evacuation if warranted.

### **Bus Disaster**

TEACH Tech Charter High School does not provide buses. In situations where buses are provided to students independent contractors are hired and responsible for student safety. TEACH PS provides the following guidelines for bus emergencies: Emergencies occur without warning and vary in their level of risk and severity. During any emergency situation bus drivers must be able to focus on all of the interrelated pieces of a particular emergency. While each situation will be different and could have many parts, the driver will need to stay focused on their responsibility and work towards providing a safe environment for all passengers regardless of their involvement in the emergency.

Use this Emergency Plan as a guide as you assess the emergency situation. It will help you determine the courses of action that will best address the threat or hazard you are facing. Bus drivers are empowered to deviate from the roles described in this plan including the order of these actions, whenever doing so is likely to reduce the risk of serious injury or death. These procedures apply to student activity trips and regular school bus routes.

### **Disorderly Conduct**

Disorderly conduct may involve a student or staff member exhibiting threatening or irrational behavior.

Procedure

1. Upon witnessing Disorderly Conduct, staff will immediately notify the School Administrator.
2. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
3. The School Administrator will call Los Angeles County Sheriff and or other response agencies, PET Team, depending upon the assessed need and provide the exact location and nature of the incident. If determined to be appropriate, the School Administrator will call "911."
4. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
5. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
6. The School Administrator will notify the District Superintendent of the situation.

### **Earthquake**

#### **EARTHQUAKE**

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings and injuries.

Even a mild tremor can create a potentially hazardous situation. The following procedures should be implemented in response to all earthquakes, regardless of magnitude.

Procedure:

Note: Keep calm and remain where you are. Assess situation, then act. Remember, most injuries or deaths are direct cause of falling or flying debris.

1. Upon first indication of an earthquake, teachers direct students to Duck and Cover.
2. Move away from windows and overhead hazards to avoid glass and falling objects
3. When shaking stops, School Administrator initiates Evacuate Building. Staff and students evacuate buildings using prescribed routes or other safe routes to assembly/shelter site.
4. Teachers bring their student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
5. If injury or damage is suspected, School Administrator "calls 911."

6. School Administrator contacts District Office
7. Site Security Team attempts to suppress fires with extinguishers.
8. Site Security Team notifies school personnel of fallen electrical wires.
9. Site Security Team turns checks for gas main leaks and water leaks and notifies plant supervisor of situation.
10. Site Security Team is directed to stand post in areas of building to keep people from entering.
11. Site Security Team Leader notifies plant supervisor to contact appropriate utility companies of any damages to water lines, sewers, power lines and other utilities.
12. Medical Team checks for injuries and provides appropriate first aid.
13. If area appears safe, Search and Rescue Team makes initial inspection of school buildings to identify any injured or trapped students or staff.
14. School Administrator stays in contact with District Personnel.
15. School Administrator confers with TPS School District Director of Facilities and Director of Maintenance and/or Designees to ensure buildings are safe for re-occupancy. When safe to do so, Site Security Team conducts inspection of school buildings. Site Security Team maintains a log of their findings, by building and provides periodic report to Incident Commander.
16. Any affected areas are not reopened until Local District Facilities Director provides clearance and School Administrator gives authorization to do so.
17. School Administrator initiates Off- Site Evacuation if warranted.

#### Explosion or Risk Of Explosion

#### EXPLOSION/ RISK OF EXPLOSION

#### Scenario 1: Explosion on School Property

##### Procedure

1. In event of explosion, all persons initiate Duck and Cover
2. School Administrator and/or School Police Officer consider possibility of another imminent explosion and takes appropriate action.
3. After explosion, School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In- Place, Evacuate Building, or Off-Site Evacuation. Evacuation may be warranted in some buildings and other buildings may be used for shelter.
4. In event of evacuation, staff and students use prescribed routes or other safe routes and proceed to assembly/shelter site.
5. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
6. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
7. Site Security Team and/or Plant Supervisor turns off school's main gas supply.
8. Medical Team, when safe, checks for injuries and provides appropriate first aid.
9. Staff attempts to suppress fires with fire extinguishers.
10. Site Security Team Leader notifies appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
11. Site Security Team Leader posts guards safe distance away from building entrance preventing persons entering school buildings, considering possible secondary explosion sites.
12. When determined by emergency response officials to be safe to enter affected areas, School Administrator advises Search and Rescue Team to initiate search and rescue efforts.
13. School Administrator confers with TPS School District Director of Facilities and Director of Maintenance and/or Designees to ensure buildings are safe for re-occupancy. When safe to do so, Site Security Team conducts inspection of school buildings. Site Security Team maintains a log of their findings, by building and provides periodic report to Incident Commander.
14. Any areas affected by explosion are not reopened until appropriate agency provides clearance and School Administrator gives authorization.
15. School Administrator initiates Off- Site Evacuation if warranted.

#### Scenario 2: Risk of Explosion on School Property

##### Procedure

1. School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In- Place, Evacuate Building, or Off-Site Evacuation.
2. If School Administrator issues Evacuate Building Action, staff and students evacuate building using prescribed routes or other safe routes to assembly/shelter site.

3. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
4. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
5. Site Security Team and/or Plant Supervisor turns off school's main gas supply.
6. Staff attempts to suppress fires with fire extinguishers.
7. School Administrator advises Search and Rescue Team to initiate search and rescue efforts if warranted.
8. Site Security Team Leader notifies appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
9. Any areas affected by explosion are not reopened until appropriate agency provides clearance and School Administrator gives authorization.
10. School Administrator initiates Off- Site Evacuation if warranted.

#### Scenario 3: Explosion or Risk of Explosion in Surrounding Area

##### Procedure

1. School Administrator initiates Shelter-In-Place.
2. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
3. School Administrator takes further actions as needed.
4. School Remains in Shelter-In-Place condition until appropriate agency gives clearance that situation is under control. Upon receiving clearance, School Administrator gives All- Clear Announcement.

#### Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

##### Procedure

1. School Administrator initiates Shelter-In-Place.
2. When sheltering, personnel establish adequate barriers or shielding (concrete walls, metal doors etc.) between themselves and source of blast or explosion and avoids sheltering near exterior windows.
3. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
4. After initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid and relocate students from upper floors if possible.
5. Site Security Team/Plant Supervisor turns off schools main gas supply, local fans in area; closes and locks doors and windows; shuts down all building's air conditioning systems; seal gaps under doors and windows with wet towels or duct tape.
6. School remains in Shelter-In-Place condition until County of Los Angeles HazMat Team or appropriate agency provides clearance and School Administrator issues further instructions.

#### Fire in Surrounding Area

##### FIRE ON SCHOOL GROUNDS

Procedure addresses situations where fire is discovered on school grounds. A quick response situation is very important to prevent injuries and property damage.

##### Procedure

1. Upon discovery of fire, signal fire alarm and teachers and staff direct all students out of building and area in a calm and orderly manner.
2. School Administrator immediately initiates Evacuate Building. Staff and students evacuate using prescribed routes or other safe routes to assembly/shelter site.
3. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
4. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
5. Site Security Team suppresses fires and initiates rescue procedures until local fire department arrives.
6. Site Security Team secures area to prevent unauthorized entry and keeps access roads and gates clear for emergency vehicles.
7. Site Security Team Leader directs fire department to fire and briefs department official on situation.
8. Site Security Team/Plant Supervisor notifies Maintenance and Operations Director or Designee of situation and also informs to contact any affected utility companies to respond.
9. If needed, Director of Transportation or Designee is notified for buses to evacuate students and staff if warranted.
10. Any affected areas are not reopened until local fire department or appropriate agency provides clearance and School Administration.
11. All fires, regardless of size, which are extinguished by school personnel, require a contact to fire department

to indicate "fire is out" and to request fire department to respond for investigation and confirm.

#### FIRE IN SURROUNDING AREA

Procedure addresses fire discovered in area adjoining school. The initiated response actions take into consideration location and size of fire, its proximity to school and likelihood that fire may affect school.

##### Procedure

1. School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation.
2. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
3. School Administration instructs Site Security Team to prevent students from approaching fire and keep routes open for emergency vehicles.
4. Agency Liaison works with fire department to determine if school grounds are threatened by fire, smoke, or other hazardous conditions.
5. If School Administrator issues Evacuate Building, staff and students evacuate affected building(s) using prescribed routes or other safe routes to assembly/shelter site.
6. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
7. If needed, Director of Transportation is notified for request of buses for student and staff evacuation.
9. School Administrator initiates Off- Site Evacuation if warranted.

#### Flooding

##### FLOODING

Procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings.

Flooding may occur as a result of prolonged periods of rainfall, where school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or failure of a man-made dam.

##### Procedure

1. School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation.
2. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
3. If School Administrator issues Evacuate Building or Off-Site Evacuation, staff and students evacuate affected building(s) using prescribed routes or other safe routes to assembly/shelter site.
4. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
5. Switch all passing bells to manual operation.
6. Contact appropriate TPS School District Departments as needed:

#### Loss or Failure Of Utilities

##### LOSS OR FAILURE OF UTILITIES

Procedure addresses situations involving loss of water, power or other utility on school grounds. Should also be used in event of discovery of gas leak, exposed electrical line, or break in sewer lines.

##### Procedure

1. If water or electrical line is broken, efforts are made to turn off water or power to affected area and to notify School Administrator and Site Plant Supervisor immediately.
2. Upon notice of loss of utilities, School Administrator assesses situation and determines if appropriate Immediate Response Actions, which may include Shelter-In-Place or Evacuate Building, are to be initiated.
3. School Administrator or Designee (Site Plant Supervisor) notifies TPS School District Maintenance and Operations Administrators and informs them of situation which includes location and nature of situation/emergency. Additional appropriate personnel are notified at discretion of School Administrator.
4. Maintenance Personnel, working with School Administration, contact affected utility company to determine weather their assistance is required and determine potential length of time service will be interrupted.
5. School Administrator along with appropriate personnel, make decision whether to postpone remaining school day and arrange for early student dismissal.
6. Public Information Officer arranges for media announcements regarding situation.

#### Pandemic

Follow CDC and State Health Recommendations

**Psychological Trauma****PSYCHOLOGICAL TRAUMA/ AFTERMATH COUNSELING**

Crisis Management Actions are to be taken during and subsequent to any emergency that may have psychological impact on students and staff, such as act of violence; death of a student or staff member; earthquake or other natural disaster; serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from community and news media.

As a result of such emergencies, students and staff may exhibit variety of psychological reactions. As soon as physical safety of those involved has been insured, attention must turn to meeting emotional and psychological needs of students and staff.

**Procedure**

1. School Administrator establishes Medical Team, which has primary responsibility for providing necessary assistance after all types of crisis, including psychological first aid.
2. Medical Team assesses range of crisis intervention services needed during and following the emergency.
3. Medical Team provides for or arranges for direct intervention services.
4. If there is need for additional counseling services, School Administrator notifies District Superintendent or Designee.
5. Medical Team advises and assists School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, Medical Team members provide ongoing assessment of needs and follow-up services as required.

**Suspected Contamination of Food or Water****SUSPECTED CONTAMINATION OF FOOD OR WATER**

Procedure followed if site personnel report suspected contamination of food or water. Procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

**Procedure**

1. School Administrator and, Cafeteria Supervisor or Plant Supervisor isolates suspected contaminated food/water to prevent consumption and restricts access.
2. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
3. County and State of California notification protocols are followed at this time.
4. School Administrator provides list of all potentially affected students and staff.
5. Medical Team and Responding Emergency Personnel assess need for medical attention and provide first aid as appropriate
6. School Administrator maintains a log of affected students and staff and symptoms; food/water suspected to be contaminated, quantity and character of products consumed and other pertinent information.
7. School Administrator confers with all appropriate agencies before resumption of normal operations.
8. School Administrator notifies parents of incident, as appropriate.

**Tactical Responses to Criminal Incidents**

Notify appropriate District Personnel for assistance as needed.

Communicate with Law enforcement

Follow orders given by law enforcement

Unlawful Demonstration or Walkout

**UNLAWFUL DEMONSTRATION/ WALKOUT**

An Unlawful demonstration/ walkout is any unauthorized assemblage on or off campus by staff or students for purpose of protest or demonstration.

**Procedure**

1. Upon indication that unlawful demonstration or walkout is about to begin, personnel immediately notify School

**Administrator.**

2. School Administrator assesses situation and initiates appropriate Immediate Response Actions, which may include Shelter-In-Place.
3. School Administrator notifies TPS School District Pupil Personnel/Police Department
4. Student Release Team immediately proceeds to control student ingress and egress. Each person entering or leaving campus is required to sign his/her name and record other pertinent information.
5. If students leave campus, School Police along with School Administrators and allied law enforcement agencies will accompany them. All attempts will be made to guide and control actions of students while off-site.
6. Students not participating in demonstration or walkout are kept within their classrooms until further notice by School Administrator. Teachers close and lock classroom doors. Students and staff are protected from flying glass in event windows are broken by closing drapes and blinds in rooms so equipped.
7. Documentation Unit staff attempt to keep accurate record of events, conversations and actions.
8. All media inquiries are referred to TPS School District Public Information Officer.
9. School Administrator proceeds in good judgment on basis of police or other legal advice, in taking action to control and resolve situation.
10. School Administrator notifies parents of incident, as appropriate.

**Explosion or Risk Of Explosion****EXPLOSION/ RISK OF EXPLOSION****Scenario 1: Explosion on School Property****Procedure**

1. In event of explosion, all persons initiate Duck and Cover
2. School Administrator and/or School Police Officer consider possibility of another imminent explosion and takes appropriate action.
3. After explosion, School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In- Place, Evacuate Building, or Off-Site Evacuation. Evacuation may be warranted in some buildings and other buildings may be used for shelter.
4. In event of evacuation, staff and students use prescribed routes or other safe routes and proceed to assembly/shelter site.
5. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
6. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
7. Site Security Team and/or Plant Supervisor turns off school's main gas supply.
8. Medical Team, when safe, checks for injuries and provides appropriate first aid.
9. Staff attempts to suppress fires with fire extinguishers.
10. Site Security Team Leader notifies appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
11. Site Security Team Leader posts guards safe distance away from building entrance preventing persons entering school buildings, considering possible secondary explosion sites.
12. When determined by emergency response officials to be safe to enter affected areas, School Administrator advises Search and Rescue Team to initiate search and rescue efforts.
13. School Administrator confers with TPS School District Director of Facilities and Director of Maintenance and/or Designees to ensure buildings are safe for re-occupancy. When safe to do so, Site Security Team conducts inspection of school buildings. Site Security Team maintains a log of their findings, by building and provides periodic report to Incident Commander.
14. Any areas affected by explosion are not reopened until appropriate agency provides clearance and School Administrator gives authorization.
15. School Administrator Initiates Off- Site Evacuation if warranted.

**Scenario 2: Risk of Explosion on School Property****Procedure**

1. School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In- Place, Evacuate Building, or Off-Site Evacuation.
2. If School Administrator issues Evacuate Building Action, staff and students evacuate building using prescribed routes or other safe routes to assembly/shelter site.

3. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
4. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
5. Site Security Team and/or Plant Supervisor turns off school's main gas supply.
6. Staff attempts to suppress fires with fire extinguishers.
7. School Administrator advises Search and Rescue Team to initiate search and rescue efforts if warranted.
8. Site Security Team Leader notifies appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
9. Any areas affected by explosion are not reopened until appropriate agency provides clearance and School Administrator gives authorization.
10. School Administrator initiates Off- Site Evacuation if warranted.

#### Scenario 3: Explosion or Risk of Explosion in Surrounding Area

##### Procedure

1. School Administrator initiates Shelter-In-Place.
2. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
3. School Administrator takes further actions as needed.
4. School Remains in Shelter-In-Place condition until appropriate agency gives clearance that situation is under control. Upon receiving clearance, School Administrator gives All- Clear Announcement.

#### Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

##### Procedure

1. School Administrator initiates Shelter-In-Place.
2. When sheltering, personnel establish adequate barriers or shielding (concrete walls, metal doors etc.) between themselves and source of blast or explosion and avoids sheltering near exterior windows.
3. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
4. After initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid and relocate students from upper floors if possible.
5. Site Security Team/Plant Supervisor turns off schools main gas supply, local fans in area; closes and locks doors and windows; shuts down all building's air conditioning systems; seal gaps under doors and windows with wet towels or duct tape.
6. School remains in Shelter-In-Place condition until County of Los Angeles HazMat Team or appropriate agency provides clearance and School Administrator issues further instructions.

#### Pandemic

##### Follow CDC and State Health Recommendations

#### Suspected Contamination of Food or Water

##### SUSPECTED CONTAMINATION OF FOOD OR WATER

Procedure followed if site personnel report suspected contamination of food or water. Procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

##### Procedure

1. School Administrator and, Cafeteria Supervisor or Plant Supervisor isolates suspected contaminated food/water to prevent consumption and restricts access.
2. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
3. County and State of California notification protocols are followed at this time.
4. School Administrator provides list of all potentially affected students and staff.
5. Medical Team and Responding Emergency Personnel assess need for medical attention and provide first aid as appropriate
6. School Administrator maintains a log of affected students and staff and symptoms; food/water suspected to be contaminated, quantity and character of products consumed and other pertinent information.
7. School Administrator confers with all appropriate agencies before resumption of normal operations.
8. School Administrator notifies parents of incident, as appropriate.

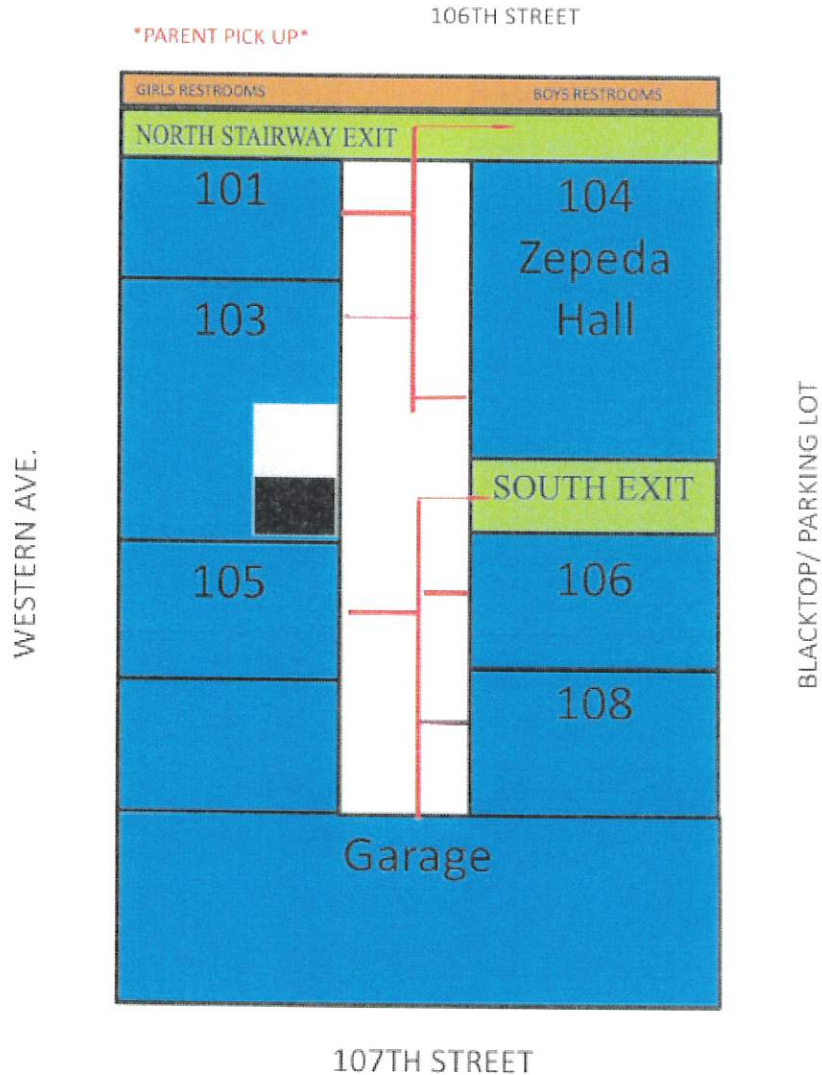
#### Tactical Responses to Criminal Incidents



Notify appropriate District Personnel for assistance as needed.  
Communicate with Law enforcement  
Follow orders given by law enforcement

# TEACH TECH CHARTER HIGH SCHOOL

## 1ST FLOOR EVACUATION PLAN

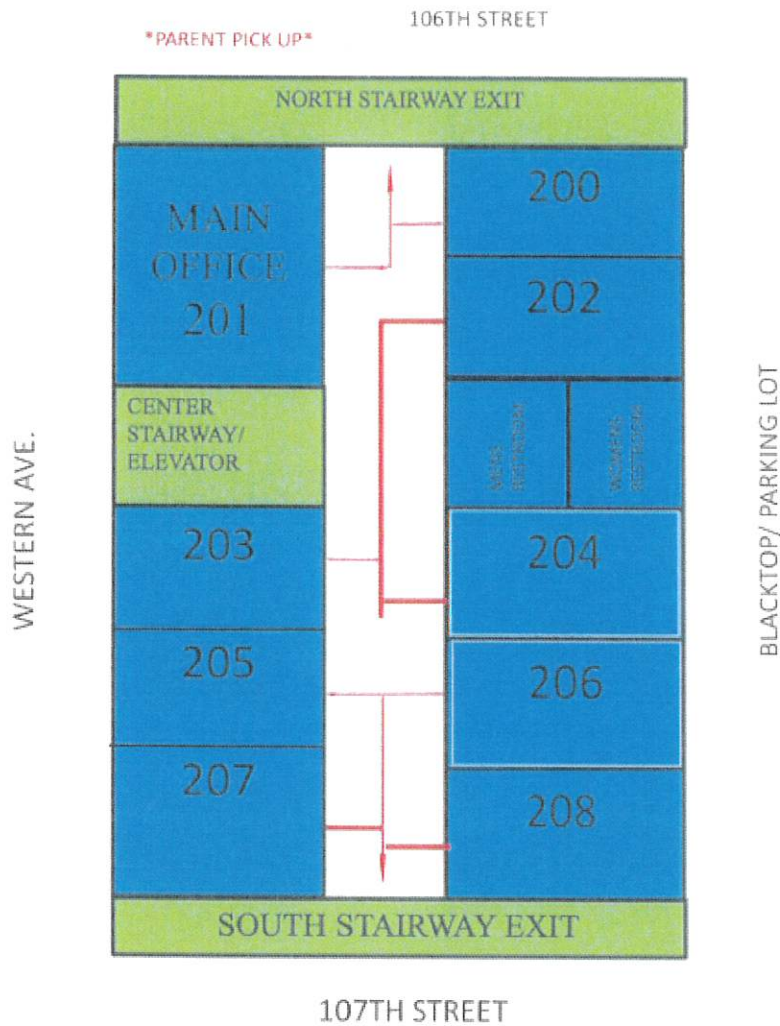


EVACUATION DIRECTIONS:

ROOM NUMBER	STARWAY	DOOR EXIT
101	NORTH	NORTH: BACK TO PARKING LOT
103	NORTH	NORTH: BACK TO PARKING LOT
104	NORTH	NORTH: BACK TO PARKING LOT
105	SOUTH	SOUTH: BACK TO PARKING LOT
106	SOUTH	SOUTH: BACK TO PARKING LOT
108	SOUTH	SOUTH: BACK TO PARKING LOT

# TEACH TECH CHARTER HIGH SCHOOL

## 2nd FLOOR EVACUATION PLAN

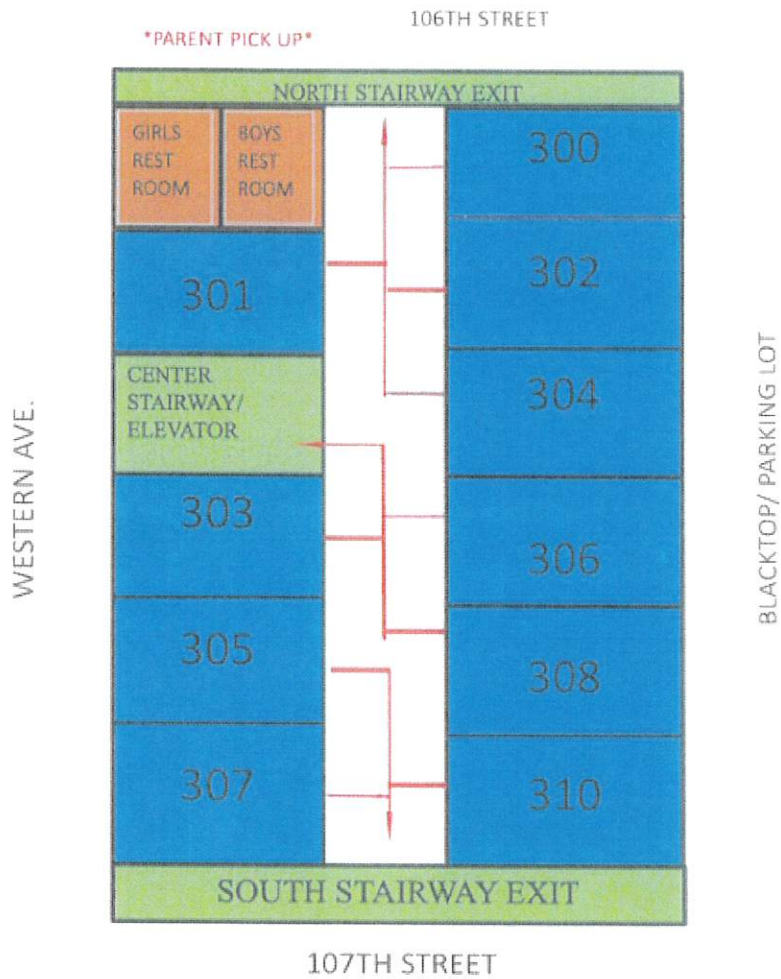


EVACUATION DIRECTIONS:

ROOM NUMBER	STAIRWAY	DOOR EXIT
MAIN OFFICE (201)	NORTH	NORTH: BACK TO PARKING LOT
200	NORTH	NORTH: BACK TO PARKING LOT
202	CENTER	CENTER: BACK TO PARKING LOT
203	CENTER	CENTER: BACK TO PARKING LOT
204	CENTER	CENTER: BACK TO PARKING LOT
205	SOUTH	SOUTH: BACK TO PARKING LOT
206	SOUTH	SOUTH: BACK TO PARKING LOT
207	SOUTH	SOUTH: BACK TO PARKING LOT
208	SOUTH	SOUTH: BACK TO PARKING LOT

# TEACH TECH CHARTER HIGH SCHOOL

## 3rd FLOOR EVACUATION PLAN



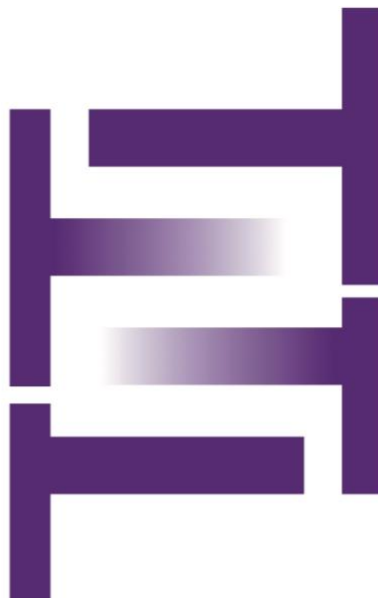
EVACUATION DIRECTIONS:

ROOM NUMBER	STAIRWAY	DOOR EXIT
300	NORTH	NORTH: BACK TO PARKING LOT
301	NORTH	NORTH: BACK TO PARKING LOT
302	NORTH	NORTH: BACK TO PARKING LOT
304	NORTH	NORTH: BACK TO PARKING LOT
303	CENTER	CENTER: BACK TO PARKING LOT
306	CENTER	CENTER: BACK TO PARKING LOT
308	CENTER	CENTER: BACK TO PARKING LOT
305	SOUTH	SOUTH: BACK TO PARKING LOT
307	SOUTH	SOUTH: BACK TO PARKING LOT
310	SOUTH	SOUTH: BACK TO PARKING LOT

# Coversheet

## Consider and Approve the 2024-2025 TEACH Employee Handbook

**Section:** III. Items for Potential Action  
**Item:** D. Consider and Approve the 2024-2025 TEACH Employee Handbook  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** TEACH Employee Handbook 24-25 .pdf



# TEACH

PUBLIC SCHOOLS

2024-2025 Employee Handbook for  
TEACH INC.  
TEACH PUBLIC SCHOOLS  
TEACH PREPARATORY SCHOOL  
TEACH ACADEMY OF TECHNOLOGIES  
TEACH TECH CHARTER HIGH SCHOOL

10600 S. Western Ave. Los Angeles, CA 90047  
Phone: (323) 872-0808 Fax (323) 389-4898 Website: <http://www.teachps.org/>

Updated: 07/2024

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Our vision is to transform communities through education, where every child has access to world-class schools that nurture intellectual curiosity, critical thinking, and a love for lifelong learning. TEACH Public Schools envisions a future where educational equity is realized and innovative teaching practices prepare students to tackle complex challenges, embrace diversity, and contribute meaningfully to their local and global communities. At TEACH Public Schools, we strive to be at forefront of educational excellence, empowering the next generation of the leaders and change-makers to shape a brighter and more compassionate world. ....	9
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## SECTION 1 – WELCOME

### WELCOME TO TEACH Public Schools!

We are happy to have you join us at TEACH Public Schools. We believe our school is truly unique. We serve a diverse group of talented and hardworking students. We regard the work we do as being of utmost importance. Therefore, we have very high expectations for professionalism and performance for each one of our employees. All employees should treat all individuals, including students, teachers, administrators, volunteers, and family members, with respect, and approach all situations as opportunities to learn.

This handbook has been written to provide you with an overview of TEACH Public Schools, its personnel policies and procedures, and your benefits as a TEACH Public Schools employee.

This handbook is intended to explain in general terms those policies that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this handbook thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment. No TEACH Public Schools guideline, practice, manual or rule may alter the “at-will” status of your relationship with TEACH Public Schools.

In order to retain necessary flexibility in the administration of its policies, procedures and benefits, TEACH Public Schools reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever TEACH Public Schools determines that such action is warranted. For these reasons, we urge you to check with the Human Resources Department to obtain current information regarding the status of any particular policy, procedure or practice. This handbook supersedes and replaces all previous personnel policies, practices and procedures.

I welcome you and wish you great success and fulfillment at TEACH Public Schools.

Sincerely

Dr. Raul Carranza

CEO/ Executive Director

TEACH Public Schools

## SECTION 2 – GENERAL

This handbook serves as a guide for the employer/employee relationship. This handbook applies to faculty and staff at TEACH Public Schools. The standards of conduct apply to all individuals who work on the school premises including independent contractors, vendors, and visitors. Unless otherwise indicated, a benefit, policy, program, or procedure applies, or is available, to ALL eligible employees.

This handbook contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your supervisor or the Human Resources Department. You are responsible for reading, understanding, and complying with the provisions of this Handbook. Our objective is to provide you with a work environment that is constructive to both personal and professional growth.

Neither this handbook nor any other TEACH Public Schools document confers any contractual right, either express or implied, to remain in TEACH Public School's employ, nor does it guarantee any fixed term or condition of your employment. Except as otherwise provided in an executed employment agreement, your employment is not for any specified period of time and may be terminated at will, with or without cause and without prior notice, by TEACH Public Schools or you may resign for any reason at any time.

No supervisor or other representative of TEACH Public Schools except the Executive Director or CFO/COO, with the approval of the Board of Directors, has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. Second, the procedures, practices, policies and benefits described herein may be modified or discontinued from time to time with or without advance notice. We will try to inform you of any changes as they occur.

Finally, this handbook contains proprietary information that should not be disclosed outside TEACH Public Schools, other than to individuals affiliated with TEACH Public Schools whose knowledge of the information is required in the normal course of business.

## SECTION 3 – OUR MISSION and VISION

### MISSION STATEMENT

At TEACH Public Schools, is to revolutionize education by establishing, operating and supporting schools that inspire a passion for learning and equip students with the knowledge, skills, and character to thrive in an ever-evolving world. We are committed to fostering a culture of innovation, inclusivity, and excellence in every educational institution we create, ensuring that each student reaches their full potential and becomes a positive force for change in society.

### VISION STATEMENT

Our vision is to transform communities through education, where every child has access to world-class schools that nurture intellectual curiosity, critical thinking, and a love for lifelong learning. TEACH Public Schools envisions a future where educational equity is realized and innovative teaching practices prepare students to tackle complex challenges, embrace diversity, and contribute meaningfully to their local and global communities. At TEACH Public Schools, we strive to be at forefront of educational excellence, empowering the next generation of the leaders and change-makers to shape a brighter and more compassionate world.

## SECTION 4 – EMPLOYMENT

### EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

### AT WILL EMPLOYMENT

We believe that an employment relationship is successful as long as both parties are mutually satisfied. Accordingly, both you and TEACH Public Schools will have the right to terminate your employment and all related compensation and benefits at any time, with or without cause and with or without notice. In addition, TEACH Public Schools may eliminate or change any term or condition of your employment (including but not limited to your job assignment, duties, or salary) at will, at any time, for any reason not prohibited by law, with or without cause and with or without previous notice.

This is called “employment at will,” and no one other than the Executive Director or CFO/COO TEACH Public Schools, with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Executive Director and CFO/COO. Statements of specific grounds for termination set forth in this Handbook, or elsewhere, are not all-inclusive and are not intended to restrict TEACH Public School’s right to terminate at-will.

### EQUAL EMPLOYMENT OPPORTUNITY

TEACH Public Schools is an equal opportunity employer. In accordance with applicable law, the School prohibits discrimination against any employee or applicant for employment on the basis of an individual’s protected status, including race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), color, religious creed (which includes, without limitation to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), use of cannabis/marijuana off the job and away from the workplace, genetic information, age (forty (40) and over), sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical

services for reproductive health), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical and other protected leaves, domestic violence victim status, political affiliation, or any other consideration protected by applicable law. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics. The school will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the school will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to the school. An applicant or employee who believes they require an accommodation in order to perform the essential functions of the job should contact Human Resources Department and request such an accommodation, specifying what accommodation they need to perform the job. Although the need for accommodations is determined on a case-by-case basis, generally TEACH Public Schools and the employee or applicant will engage in an interactive process with the employee's or applicant's health care provider(s) to confirm the existence of the condition, its limitations in the workplace, and possible reasonable accommodations, if any. The employee or candidate has an obligation to cooperate with TEACH Public Schools in this process, which may include authorizing TEACH Public Schools to communicate with their health care provider(s).

If you believe you have been subjected to discrimination, please follow the complaint procedure outlined below.

## HARASSMENT

It is the policy of TEACH Public Schools to ensure equal employment opportunity without harassment on the basis of race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), color, religious creed (which includes, without limitation, to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), use of cannabis/marijuana off the job and away from the workplace, genetic information, age (forty (40) and over), sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes



undocumented individuals and human trafficking), protected medical and other protected leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

TEACH Public Schools prohibits any such harassment in the workplace. In addition, we prohibit abusive conduct/workplace bullying in the work environment. It is our mission to provide a professional work and learning environment free of harassment, discrimination and/or workplace bullying and that maintains equality, dignity, and respect for all. This policy protects all employees of the school as well as interns, volunteers, and potential employees (applicants). All employees of the school are required to abide by this policy, regardless of position or status, including supervisors, administration, and co-workers. In addition, this policy prohibits unlawful harassment by third parties, including students, parents, vendors or other third parties, who have workplace contact with our employees.

Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or school-related social events.

### What is Harassment?

Harassment can take many forms. As used in this Employee Handbook, the term “harassment” includes all unwelcome conduct that comprises the following behavior pertaining to any of the above protected categories or characteristics:

Unlawful Harassment: Prohibited unlawful harassment may include, but is not necessarily limited to, the following behavior pertaining to any of the above protected categories:

- Verbal conduct such as flirting, epithets, derogatory jokes or comments, voicemails, slurs or unwanted sexual advances, sexually suggestive innuendos, conversations regarding sexual activities, invitations, or comments (including, but not limited to, threats of deportation against applicants and employees and family members of applicants and employees, derogatory comments about immigration status or disability, or mockery of an accent or a language or its speakers) (“hostile work environment” harassment).
- Disrespectful or unprofessional conduct based on any of the protected categories listed above (“hostile work environment” harassment).
- Comments or conduct that consistently target one gender, even if the content is not sexual (“hostile work environment” harassment).
- Visual conduct such as derogatory and/or sexually oriented posters, photography, cartoons, drawings, gestures, text messages, posts, social media, instant messages, e-mails, letters, pictures, or gifts (“hostile work environment” harassment).
- Physical conduct such as assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of any protected basis (“hostile work environment” harassment).

- Threats and demands to submit to sexual requests or sexual advances as a condition of continued employment or to avoid some other loss and offers of employment benefits in return for sexual favors (“quid pro quo” harassment).
- Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law and/or school policy.
- Sexually harassing conduct does not need to be motivated by sexual desire to be unlawful or to violate this policy and may include situations that began as reciprocal relationships but later ceased to be reciprocal.

#### What is abusive conduct/workplace bullying?

- Conduct of an employee in the workplace that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer’s legitimate business interests. Examples may include:
  - Use of derogatory remarks, insults and/or epithets
  - Verbal or physical conduct that sabotages or undermines a person’s work performance that is threatening, humiliating or intimidating
- Bullying, gossip, profanity, abusive conduct and negative comments are destructive to our school culture, create false rumors, disrupt school operations and interfere with the privacy of others.

#### What is Retaliation?

Retaliation against an individual for reporting or threatening to report harassment, discrimination or for participating in an investigation of a claim of such conduct is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

As used in this policy, “retaliation” means taking any adverse employment action against an employee because the employee engaged in protected activity pursuant to this policy. Protected activity may include, but is not necessarily limited to, reporting or assisting in reporting suspected violations of this policy, cooperating or participating in investigations or proceedings arising out of a violation of this policy, or engaging in any other activity protected by applicable law.

As used in this policy, an “adverse employment action” means conduct or an action that materially affects the terms and conditions of the employee’s employment status or is reasonably likely to deter the employee from engaging in further protected activity. Adverse employment actions may include, but are not limited to, the following: demotion; suspension; reduction in pay; denial of a merit salary increase; failure to hire or consider for hire; refusing to promote or consider for promotion because of reporting a violation of this policy; harassing another employee for filing a complaint; denying employment opportunities because of making a complaint or for cooperating in an investigation; changing an employee’s work assignments for identifying harassment or other forms of discrimination in the workplace; treating an employee differently such as denying an accommodation; not talking to an employee (the “cold shoulder”) when otherwise required by job duties; or otherwise excluding the employee from job-related activities because of engagement in activities protected under this policy.

Any retaliatory adverse action because of a protected activity will not be tolerated. If an employee believes they have been subjected to, has witnessed, or has knowledge of retaliation in violation of this policy, please follow the complaint procedure outlined below.

### Responsibility

All TEACH Public Schools employees have a responsibility for keeping our work environment free of harassment, discrimination, retaliation and abusive conduct in accordance with this policy.

### Reporting

TEACH Public Schools strongly encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been subjected to such conduct should immediately discuss their concerns with their immediate supervisor, or Human Resources Department. All employees who witness potential violations of this policy, and particularly supervisors, are required to immediately report such incidents to Human Resources. Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to Human Resources Department. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination. There is no requirement to report your complaint to any designated supervisor within TEACH Public Schools. Select the individual supervisor with whom you feel the most comfortable discussing your complaint. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint.

Every effort will be made to keep such reports as confidential as possible, although confidentiality cannot be guaranteed. TEACH Public Schools is serious about enforcing its policy against discrimination, harassment and retaliation; however, TEACH Public Schools cannot resolve potential violations that it does not know about. Therefore, employees are responsible for bringing any such problems to TEACH Public School's attention so it can take whatever steps are necessary to correct the problems.

All complaints submitted pursuant to this policy can be done in writing or verbally. Your complaint should be specific and should include the names of the individuals involved, the names of any witnesses, and any supporting documentation. Employees may choose to submit their complaints anonymously. Anonymous complaints can be brought to the Human Resources Department in person, or via email: **hr@teachps.org**

### Investigation/Complaint Procedure

All complaints of unlawful harassment, discrimination or retaliation will be promptly investigated.

TEACH Public Schools encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention

have proven to be the most effective method of resolving actual or perceived incidents of harassment.

TEACH Public School's investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigatory process to the extent possible and consistent with adequate investigation methods and appropriate corrective actions. The school has a compelling interest in protecting the integrity of its investigations. In every investigation, the school has a strong desire to protect witnesses from harassment, intimidation and retaliation, to keep evidence from being destroyed, to ensure that testimony is not fabricated, and to prevent a cover-up. If the School reasonably imposes a confidentiality requirement and you do not maintain such confidentiality, you may be subject to disciplinary action up to and including immediate termination.

All employees are required to fully cooperate with TEACH Public School's investigation, which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.

During the investigation, TEACH Public Schools will provide regular progress updates, as appropriate, to those directly involved. TEACH Public Schools will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected and credibility of the witnesses.

TEACH Public Schools may investigate conduct in the absence of a formal complaint if the TEACH Public Schools has reason to believe that an individual has engaged in conduct that violates TEACH Public Schools policies or applicable law. Further, TEACH Public Schools may continue its investigation even if the original complainant withdraws their complaint during the course of the investigation.

Any conduct which TEACH Public Schools believes constitutes harassment, discrimination, abusive conduct, or retaliation in violation of this policy will be dealt with appropriately. Corrective action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as TEACH Public Schools believes is appropriate under the circumstances. Due to privacy protections, the TEACH Public Schools may not be able to fully disclose its entire decision regarding corrective action to the complainant. False and malicious complaints of harassment, discrimination, abusive conduct, or retaliation as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action.

## Conclusion

This policy was developed to ensure that all employees work in an environment free from harassment, discrimination, abusive conduct and retaliation. Any employee who has questions or concerns about these policies should talk with the Human Resources Director or Human Resources Manager.

If you believe you have experienced discrimination or harassment you may file a California Civil Rights Department (“CRD”) or Equal Employment Opportunity Commission complaint. For information contact the CRD or EEOC. You may find their phone numbers online at [www.eeoc.gov](http://www.eeoc.gov) and [www.calcivilrights.ca.gov](http://www.calcivilrights.ca.gov), respectively.

## Training Requirements

TEACH Public Schools requires all employees to abide by California’s training requirements, which includes training within six months of hire and retraining every two years thereafter. Employees who fail to complete this required training will be subject to disciplinary action, up to and including termination.

## WHISTLEBLOWER POLICY

TEACH Public Schools is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1) reporting suspected violations of law, including but not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of TEACH Public Schools policy, specifically the policies contained in TEACH Public School’s Employee Handbook.

An employee who wishes to report a suspected violation of law or TEACH Public Schools policy may do so by contacting the Board Members.

TEACH Public Schools expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of TEACH Public Schools. Any employee who engages in retaliation will be subject to discipline, up to and including termination.

Any employee who believes that they have been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to one of the following: Human Resources Director and Human Resources Manager. Any supervisor, manager, or staff member that receives complaints of retaliation must immediately inform the Human Resources Director or Human Resources Manager.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and, in a manner, intended to protect confidentiality to the extent possible, consistent with a full and fair investigation. Information will be disclosed only as it is necessary to complete

the investigation and resolve the matter. The Human Resources Director and a member of TEACH Public Schools management will conduct the investigation or designate other internal or external parties to conduct the investigation. The investigating parties may notify the concerned individuals of their findings as appropriate.

## OPEN COMMUNICATION POLICY

We want to hear from you. TEACH Public Schools strongly encourages employee participation in decisions affecting their employment and their daily professional responsibilities. Our greatest strength lies in our employees and our ability to work together. We encourage open communication about all aspects of our school and organization. Employees are encouraged to openly discuss with their supervisors any problems or suggestions they believe would make our organization better and stronger. TEACH Public Schools is interested in all our employee's success and fulfillment. We welcome all constructive suggestions and ideas.

Employees who have work-related concerns or complaints are encouraged to discuss them with the Human Resources Department. Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. TEACH Public Schools will attempt to keep the employee's concerns and complaints confidential to the extent feasible. However, in the course of resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law. Employees with concerns or complaints relating to harassment, discrimination or retaliation should follow the reporting procedure outlined in this Handbook.

## LACTATION ACCOMMODATION POLICY

TEACH Public Schools provides a reasonable amount of break time to accommodate an employee's need to express breast milk for the employee's infant child.

A private location to express breast milk will be provided in close proximity to the employee's work area. The employee's normal work area may be used if it allows the employee to express milk in private. In certain circumstances, a temporary location, multipurpose room, or shared space may be provided in accordance with applicable law. The location will also meet the following requirements: not be a bathroom or restroom; be free from intrusion; be shielded from view; be safe, clean, and free of toxic or hazardous materials; contain a surface to place a breast pump and personal items; contain a place to sit; and have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump. In addition, the school shall provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the employee's work area. If a refrigerator cannot be provided, the school may provide another cooling device suitable for storing milk, such as a School-provided cooler.

An employee who would like to request an accommodation to express milk should complete an accommodation request form and contact the employee's supervisor or Human Resources Department. The school will engage the employee in an interactive process with the employee

to determine when and where lactation breaks will occur, and will respond accordingly, generally within two business days. The school reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

Employees requesting an accommodation under this policy should comply with the following requirements:

1. The employee should [complete an accommodation request form and] contact their Human Resources Department to request designation of a location and time to express breast milk under this policy.
2. The requested break time should, if possible, be taken concurrently with other scheduled break periods. Non-exempt employees should clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid.

Retaliation for making a lactation accommodation request is strictly forbidden. If the employee believes the employee has been retaliated against it should be reported immediately to Human Resources. Discrimination against and harassment of lactating employees in any form is unacceptable will not be tolerated at TEACH Public Schools and will be handled in accordance with TEACH Public School's policy on discrimination and harassment.

If any employee believes that they have experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may also file a complaint with their supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office by phone or visit a local office by finding the nearest one on our website: [www.dir.ca.gov/dlse/DistrictOffices.htm](http://www.dir.ca.gov/dlse/DistrictOffices.htm). The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

## PUBLIC RELATIONS

The success of a charter school depends upon the quality of the relationship among the school, its employees, students, parents and the general public. The public impression of TEACH Public Schools and its interest in our school will be formed in part, by TEACH Public Schools employees. Our employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, TEACH Public Schools and our school's services.

Below are several things' employees can do to help leave people with a good impression of TEACH Public Schools.

These are the building blocks for our continued success:

- Communicate with parents regularly
- Act competently and deal with others in a courteous and respectful manner

- Communicate pleasantly and respectfully with other employees at all times
- Follow up on requests and questions promptly, provide business-like replies to inquiries and requests, and perform all duties in an orderly manner
- Respond to email and voicemail within 24 hours during the workweek
- Take great pride in your work and enjoy doing your very best



## SECTION 5 – THE EMPLOYMENT PROCESS

### EMPLOYEE CLASSIFICATIONS

Each TEACH Public Schools employee is either a “full-time,” “part-time,” or “temporary” employee and either an “exempt” or “non-exempt” employee. Some of the policies and benefits described in this handbook depend on whether the employee is full-time or part-time. Regular full-time employees are those employees regularly scheduled to work 32 or more hours each week. Regular part-time employees are those regularly scheduled to work less than 30 hours each week. Temporary employees are those employed for short-term assignments or in connection with a specific project or event. Temporary employees are not eligible for employee benefits, except those mandated by applicable law.

Every member of the team is designated as a Classified or Certificated employee. Some of the policies and benefits described in this handbook depend on how the employee is designated.

**Exempt employees:** This category includes all employees who are determined by the school to be exempt from certain wage and hour provisions of state and federal laws. Exempt employees are paid a fixed salary that is intended to cover all of the compensation to which they are entitled. Because they are exempt, such employees are not entitled to additional compensation for extra hours of work or time off in lieu of additional compensation.

**Non-exempt employees:** This category includes all employees who are covered by certain wage and hour provisions of state and federal laws. Non-exempt employees are entitled to overtime and double time pay as well as meal and rest breaks, as prescribed by law.

**Instructional or Certificated Employees** are those employees hired by TEACH Public Schools for the primary purpose of instructing students.

**Non-Instructional Employees:** includes those employees hired by TEACH Public Schools that do not primarily instruct students, such as administrative, maintenance, assistants and other operational employees.

### EMPLOYEE STATUS AND CLASSIFICATIONS

“Employees” may include exempt, non-exempt, regular full-time, regular part-time, and temporary persons.

#### Exempt

Employees whose positions meet specific criteria established by state and federal law and who are exempt from overtime pay requirements.

### Non-Exempt

Employees whose positions do not meet specific criteria established by state and federal law and are paid overtime and double time pay in certain circumstances. Overtime and double time compensation will be paid in accordance with all state and federal laws, which is generally the following:

- Overtime (paid at one-and-a-half times the employee's regular rate of pay): All hours worked in excess of 40 hours per workweek, in excess of 8 hours in a workday, and for the first 8 hours worked on the seventh consecutive workday.
- Double time (paid at twice the employee's regular rate of pay): All hours worked in excess of 12 hours in a workday and in excess of 8 hours worked on the seventh consecutive workday.

### Regular Full-Time

Employees who are regularly scheduled to work 30 or more hours per week are generally eligible for the TEACH Public School's benefit package, subject to the terms and conditions, and limitations of each benefit program.

### Regular Part-Time

Employees who are regularly scheduled to work less than 30 hours per week, and generally not eligible for TEACH Public School's benefit package except for those required by law.

### Temporary (Full-Time or Part-Time)

An employee who is hired for a particular project or job of limited or definite duration is considered a temporary employee. A temporary employee is not eligible to earn, accrue, or participate in any School benefits program, except as otherwise required by law.

Temporary employees retain that status until they are notified of a change, in writing, by the Human Resources Department.

## WORK SCHEDULES

All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an annual basis. The Executive Director or your supervisor will assign your individual work schedule. In order to accommodate the needs of our business, it may be necessary to change individual work schedules on either a short- term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with Human Resources or your supervisor. All schedule changes or modifications must be approved by the Executive Director.

TEACH Public Schools reserves the right to assign employees to jobs other than their usual assignment, when necessary, provided the employee is capable of performing the essential functions of the alternate assignment. Non-exempt employees are not allowed to perform work at home or away from the school unless specifically authorized for each occurrence by their supervisor. Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically assigned by the supervisor. Non-exempt employees are not allowed to work “off the clock.” Attendance at school-sponsored functions is not compensated unless the supervisor has required you to attend the function. Employees violating these rules may be subject to disciplinary action up to and including termination.

#### Instructional Employees:

The normal working hours for instructional employees at the school sites are from 7:30 a.m. to 4:30 p.m. with two ten (10) minute rest breaks and a thirty (30) minute meal break. Instructional employees may be required to work other than the normal hours and to take their lunch breaks and/or rest breaks on a rotating basis so that classes and student activities are always covered. There will occasionally be activities that will require teacher participation outside of regular business hours such as instructional prep, evening and Saturday family workshops or special meetings.

School site leadership must approve any exceptions to the regular work schedule for instructional employees.

#### Non-Instructional Employees:

School site leadership will determine the normal working hours for non-instructional employees. Non-exempt, non-instructional employees are entitled to two ten (10) minute rest breaks and a thirty (30) minute meal break and are entitled to overtime and double time pay as required by law.

Exempt employees, including Instructional and Non-Instructional employees, will be expected to work the number of hours necessary to complete their assigned responsibilities.

## WORKWEEK AND WORKDAY

TEACH Public School’s workweek is from Monday at 12:00 A.M. through the following Friday at 11:59 P.M. TEACH Public School’s standard workday is 7:30 a.m. to 4:30 p.m. each day.

2024-2025 TEACH Public Schools Instructional Calendar

July 2024						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

July	
4	Independence day
30-31	New Teacher Summit

January 2025						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January	
1 - 3rd	Winter Break
6	Professional Development Day #2
20	Martin Luther King Jr. Day

August 2024						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August	
1-9	Summer Institute
12	First Day of School

February 2025						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

February	
17	President's Day

September 2024						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

September	
2	Labor Day
23	Professional Development Day #1

March 2025						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

March	
17	Professional Development Day #3
28	Mental Health Day #3
31	Cesar Chavez Day

October 2024						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

October	
11	Mental Health Day #1
14	Columbus Day / Indigenous Peoples' Day
15	Mental Health Day #2

April 2025						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

April	
14-18	Spring Break

November 2024						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November	
11	Veterns Day
25-29	Thanksgiving Break

May 2025						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

May	
22-23	Mental Health Day #4 & #5
26	Memorial Day

December 2024						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

December	
18	Last Day of Fall Semester
19-31	Winter Break
24-31	TEACH-wide closure

June 2025						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

June	
10	Last Day of Instruction
11	Pupil Free Day
19	Juneteenth
20	TEACH Closed

LEGEND	
<span style="background-color: #90EE90; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span>	Start/End of Semester
<span style="background-color: #FFDAB9; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span>	Local/State/Federal Holiday (Teachers off)
<span style="background-color: #FFC0CB; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span>	Local/State/Federal Holiday (Campus Closed)
<span style="background-color: #FFD700; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span>	Professional Development Day
<span style="background-color: #FFA500; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span>	Mental Health Day (Campus Closed)
<span style="background-color: #FFFFE0; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span>	Minimum Day
<span style="background-color: #ADD8E6; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span>	Early Dismissal (11/22, 12/18, 4/11, 6/10)



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

2024-2025 TEACH Public Schools Staff Work Calendar (CMO and 12-month Employees)

July 2024							July		January 2025							January	
Su	M	Tu	W	Th	F	Sa	4	Independence day TEACH Closed	Su	M	Tu	W	Th	F	Sa	1	New Years Day
1	2	3	4	5	6		5		5	6	7	8	9	10	11		
7	8	9	10	11	12	13	12		12	13	14	15	16	17	18		
14	15	16	17	18	19	20	19		19	20	21	22	23	24	25		
21	22	23	24	25	26	27	26		26	27	28	29	30	31			
28	29	30	31														
August 2024							August		February 2025							February	
Su	M	Tu	W	Th	F	Sa			Su	M	Tu	W	Th	F	Sa	17	President's Day
				1	2	3			2	3	4	5	6	7	8		
4	5	6	7	8	9	10			9	10	11	12	13	14	15		
11	12	13	14	15	16	17			16	17	18	19	20	21	22		
18	19	20	21	22	23	24			23	24	25	26	27	28			
25	26	27	28	29	30	31											
September 2024							September		March 2025							March	
Su	M	Tu	W	Th	F	Sa	2	Labor Day	Su	M	Tu	W	Th	F	Sa	28	Mental Health Day #3
1	2	3	4	5	6	7			2	3	4	5	6	7	8	31	Cesar Chavez Day
8	9	10	11	12	13	14			9	10	11	12	13	14	15		
15	16	17	18	19	20	21			16	17	18	19	20	21	22		
22	23	24	25	26	27	28			23	24	25	26	27	28	29		
29	30								30	31							
October 2024							October		April 2025							April	
Su	M	Tu	W	Th	F	Sa	11	Mental Health Day #1	Su	M	Tu	W	Th	F	Sa	18	Good Friday - TEACH Closed
		1	2	3	4	5	14	Columbus Day / Indigenous Peoples' Day	6	7	8	9	10	11	12		
6	7	8	9	10	11	12	15	Mental Health Day #2	13	14	15	16	17	18	19		
13	14	15	16	17	18	19			20	21	22	23	24	25	26		
20	21	22	23	24	25	26			27	28	29	30					
27	28	29	30	31													
November 2024							November		May 2025							May	
Su	M	Tu	W	Th	F	Sa	11	Veterans Day	Su	M	Tu	W	Th	F	Sa	22-23	Mental Health Day #4 & #5
				1	2		28-29	Thanksgiving Break	4	5	6	7	8	9	10	26	Memorial Day
3	4	5	6	7	8	9			11	12	13	14	15	16	17		
10	11	12	13	14	15	16			18	19	20	21	22	23	24		
17	18	19	20	21	22	23			25	26	27	28	29	30	31		
24	25	26	27	28	29	30											
December 2024							December		June 2025							June	
Su	M	Tu	W	Th	F	Sa	23-31	TEACH-wide closure	Su	M	Tu	W	Th	F	Sa	19	Juneteenth
1	2	3	4	5	6	7			1	2	3	4	5	6	7	20	TEACH Closed
8	9	10	11	12	13	14			8	9	10	11	12	13	14		
15	16	17	18	19	20	21			15	16	17	18	19	20	21		
22	23	24	25	26	27	28			22	23	24	25	26	27	28		
29	30	31							29	30							

LEGEND	
<span style="background-color: red; color: white; padding: 2px;"> </span>	Local/State/Federal Holiday (Campus Closed)
<span style="background-color: yellow; padding: 2px;"> </span>	Professional Development Day
<span style="background-color: orange; padding: 2px;"> </span>	Mental Health Day Local Holiday (Campus Closed)

Important Breakdown	
234 Working Days	10 Flex (PTO) Days for School-Based 12-month Salaried Employees. Please note that these days do not roll over or are cashed out. If you have any questions or concerns, feel free to contact HR.
27 Holidays/Breaks	6 Sick Days for all employees (3 in Fall & Spring are granted)
261 Total Days	



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Effective July 1, 2024, 12-month School-based employees are: Administrators (Shared Director/Coordinator, Principal, and Assistant Principal) and Support Staff (Instructional Coach, Counselor, RJ Coordinator, Student Activities Coordinator, School Operations Manager, and IT Support Tech)

## SCHOOL HOLIDAYS

The school observes 13 paid holidays during the year:

- New Year's Day
- Martin Luther King Day
- President's Day
- Memorial Day
- Juneteenth
- Independence Day

- Labor Day
- Veteran's Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve Day
- Christmas Day
- Cesar Chavez Day

To be eligible for holiday pay, an employee must be full-time and non-exempt and must work both the business day before and after the holiday. Part-time employees, temporary employees, exempt employees (including, but not limited to, teachers) are not eligible for holiday pay. Exempt employees and teachers will receive their regularly scheduled pay during holidays.

Eligible employees will receive time off with pay at their regular rate of pay on the school-observed holidays listed above. When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or following Monday. However, the School may close on another day. Holiday observance will be announced in advance. The school reserves the right to change this policy at any time, with or without notice.

Holiday hours do not count as hours worked for purposes of calculating overtime. For example, if you receive 8 hours of holiday pay on Monday and work 40 hours Tuesday-Saturday (8 hours/day), you will not be eligible for overtime.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Human Resources Department. The employee may use PTO if the employee has unused PTO available, otherwise the holiday will be unpaid. All steps will be taken to reasonably accommodate a religious holiday (or practice) absent an undue hardship.

To qualify for holiday pay, all employees must work the last scheduled day before and the first scheduled day after the holiday unless the employee is absent:

- At the Supervisor's request/approval
- Due to closure of schools because of inclement weather
- Prior to or following Jury Duty or Bereavement Leave
- Due to a previously scheduled and approved PTO.

## ACADEMIC FREEDOM

Academic freedom is not an absolute. It must be exercised within the basic ethical responsibilities of the teaching profession. Those responsibilities include:

- An understanding of our academic traditions and methods;
- A concern for the welfare, growth, maturity and development of children;

- The use of accepted scholastic methods; and
- Application of good taste and judgment in selecting and employing materials and methods of instruction.

## ATTENDANCE AND PUNCTUALITY

Employees are expected to observe regular attendance and be punctual. Each of our employees is critical to our success. Therefore, regular attendance and punctuality are considered an essential function of all positions. Employees are expected to report to work as scheduled, on time, and prepared to work. Employees also are expected to remain at work for their entire work schedule, except meal periods, rest periods or when required to leave on authorized School business. Late arrivals, early departures or other unanticipated and unapproved absences from scheduled hours are disruptive and must be avoided.

If you are unable to report for work on any particular day, you must call, text, or email the site Principal or the Human Resources Department at least one hour before the time you are scheduled to begin working for that day. If you call in less than one hour before your scheduled time to begin work, you will be considered tardy for that day. Absent extenuating circumstances or a medical provider's order excusing you from work for a period of time, you must call in on any day you are scheduled to work and will not report to work. The school understands that in some cases, advance notice is not possible. In these cases, notify the site Principal or Human Resources Department personally at the earliest possible moment. In some circumstances, you may be required to provide verification of or documentation for your absence.

More than three instances of non-illness related tardiness by any employee during any twelve-month period are considered excessive. Any unexcused absence is considered excessive.

If you fail to report for work without any notification to the site Principal or Human Resources Department and the absence continues for a period of three business days, the school will determine that you have abandoned your job and voluntarily terminated your employment.

Absences protected by local, state and federal law do not count as violations of this policy. Paid sick time protected under California law does not count as a violation of this policy.

The presence or absence of each employee is of critical importance to the successful operation of the TEACH Public Schools. Regular attendance and punctuality are considered an essential function of each position. Therefore, TEACH Public Schools expects all of its employees to be on time, ready to begin work at the beginning of their day, and to work the full allotted time they are assigned each day.

Absences protected by local, state and federal law do not count as violations of this policy. Paid sick time protected under California law does not count as a violation of this policy.

## TIME RECORDS (NON-EXEMPT EMPLOYEES)

Non-exempt employees must accurately complete time records within the school's timekeeping system on a daily basis. Each time record must show the exact time each work period began and ended, the meal periods taken, and your signature. Absences and overtime must be accurately identified on your time record. Any work performed before or after any regularly scheduled work shift must be approved in advance by the employee's supervisor or school leadership. All time actually worked must be recorded. This includes the use of laptops, computers, PDAs or cell-phones to check work email, voicemail or to send text messages after hours. You cannot record time and/or submit a time record for another employee. Each employee must sign and submit their own time record. Non-exempt employees are not allowed to work "off the clock." Working "off the clock" violates our school's policy. Any errors on an employee's time record should be reported immediately to the employee's supervisor or Human Resources.

Exempt employees must report full days of absence from work.

## MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES)

All non-exempt employees are provided with an opportunity to take meal and rest periods consistent with the law. During your meal periods and rest periods, **you may not work at all.** You are excused from all duties. In addition, please understand that you may not combine required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier. In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to School policy or you must begin your meal period more than five hours after your work period began, you must notify Human Resources in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken. If you leave the premises for either a meal or rest break, you are doing so for strictly personal reasons and will not be covered by worker's compensation.

Failure to comply with the school's policy regarding meal and/or rest periods can lead to discipline, up to and including termination

### Meal Periods

Non-exempt employees (hourly employees) scheduled to work more than five hours in a day are provided a 30-minute uninterrupted duty-free unpaid meal period. The meal period must be taken before the end of the fifth (5th) hour of work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin their meal period no later than 12:00 p.m. (noon). Your supervisor may schedule your meal periods.

The employee may waive this meal period if their workday will be completed within a total of six hours or less. To waive a meal period, the employee must receive prior written approval from the Human Resources Department and complete a "Meal Period Waiver" form.



If an employee's day exceeds ten hours of work time, the employee is entitled to an additional 30-minute uninterrupted duty-free unpaid meal break. The employee may only waive this second meal period if they have taken the required first meal break of at least 30 minutes and their workday will not exceed 12 hours. To waive the second meal period, the employee must receive prior written approval from the Director of Human Resources and complete a "Second Meal Period Waiver" form.

<u>Hours Worked</u>	<u>Number of Meal Periods</u>
0 hours to 5 hours	No meal period
Over 5 hours to 10 hours	1 30-minute meal period
Over 10 hours to 14 hours	2 30-minute meal periods

Non-exempt employees must observe assigned working hours, the time allowed for meal periods, and report any interrupted, missed, late or short meal periods on that days' time record and to the employee's supervisor immediately. The meal period must be accurately recorded on the employee's time sheet. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday. Non-exempt employees are expected to return to work promptly at the end of any meal period.

#### Rest Periods

Non-exempt employees are authorized and permitted to take a 10-minute uninterrupted rest period for each four (4) hours of work or major fraction thereof which is defined as any amount of time over two (2) hours. Your supervisor may schedule your rest periods. Rest periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time; they cannot be waived by the employee in order to shorten the workday or used towards additional time off. During rest periods, employees are not required to stay on the premises, however, non-exempt employees are expected to return to work promptly at the end of any rest period.

<u>Hours Worked</u>	<u>Number of Rest Periods</u>
3.5 hours to 6 hours	1 10-minute rest period
Over 6 hours to 10 hours	2 10-minute rest periods
Over 10 hours to 14 hours	3 10-minute rest periods

Non-exempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period on the days' time record and to the employee's supervisor immediately. Employees are encouraged to report any concerns regarding meal or rest periods to Human Resources.

In addition to reporting, it on their time record, any employee who misses a meal or rest period or who experiences a late, short, or interrupted meal period—for any reason—must immediately report this issue to their supervisor.

If an employee voluntarily chooses to miss a meal or rest period or take a late, short, or interrupted meal period (e.g., I chose to take my lunch later in the day or I chose to refuse an "authorized" meal period at the time provided by TEACH Public Schools), the employee is not entitled to premium pay (one additional hour of pay). If an employee involuntarily experiences a missed meal or rest period or a late, short, or interrupted meal period (e.g., my supervisor asked me to handle a call or meeting that caused me to miss or take a late meal period), the employee is entitled to premium pay. Employees must report the reason for the non-compliant meal or rest period to Human Resources.

## PAYDAYS

Paydays at TEACH Public Schools are the 15th OF THE MONTH AND LAST DAY OF EACH MONTH. The Human Resources Department or their designee will distribute checks to those who do not have direct deposit. If a normally scheduled pay day falls on a weekend or holiday, paychecks will be distributed the preceding business day.

A written, signed authorization is required for mail delivery or for delivery of your paycheck to any other person. If you have automatic deposit for your paycheck, your funds will be deposited to the financial institution you requested by the end of business on the scheduled payday. While an automatic deposit may actually credit to your account before your actual "payday," the school is not responsible for automatic payments or withdraws dated prior to your actual payday and you should not depend on early deposits of your pay.

## PAYROLL WITHHOLDINGS

TEACH Public Schools is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA), State Teachers Retirement Service (STRS for eligible credentialed faculty or PERS, if the school participates) and State Disability Insurance from each employee's paycheck as outlined below. Additionally, if a garnishment, tax levy, or an order to withhold child support payments should be delivered, TEACH Public Schools must comply with that order within the time allowed by law and cannot postpone the payroll deduction for any reason. Voluntary deductions, which must be authorized in writing by employees, may include retirement plans, employee portion of insurance premiums, or any other benefit made available to employees.

If an employee believes an error has been made in their pay or deductions TEACH Public Schools will work in good faith to resolve errors as soon as possible. The employee should notify the Human Resources Director of any errors in pay or deductions withheld within seven (7) days from the date paid.

Every deduction from the employee's paycheck is explained on the check voucher/paystub. If the employee does not understand the deduction, then they should ask the Human Resources Director to explain it. The employee may change the number of withholding allowances they wish to claim for Federal and/or State Income Tax purposes before any pay period by filling out a new W-4 form and submitting it to the Human Resources Director.

## SECTION 6 – CONDITIONS OF EMPLOYMENT

### IMMIGRATION LAW COMPLIANCE

TEACH Public Schools employs only those authorized to work in the United States in compliance with the Immigration and Control Act of 1986. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 no later than the first day of work for pay and present original documentation establishing identity and employment eligibility as outlined on the I-9 instruction forms no later than three business days after they begin work. Former employees who are rehired must also complete the form if they have not completed an I-9 with TEACH Public Schools within the past three years or if their previous I-9 is no longer retained or valid.

### CREDENTIAL REQUIREMENTS

If you are a credentialed team member, you must provide copies of your credential, certificate of clearance, transcripts, and test scores prior to your first day of actual work and if already employed, prior to the start of the academic year if applicable. Failure to provide these documents may delay your ability to begin work.

You are also responsible for keeping required certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both your principal and the school with verification of renewals. Failure to provide these updated documents to the school may result in suspension without pay until such time as the necessary documentation has been provided.

If you allow a credential, certificate, registration, or required course deadline to expire, or if you fail re-certification, training, or testing, or otherwise fail to maintain the necessary credential for your assignment, TEACH Public Schools is required to remove you from the work schedule until you meet the necessary requirements for your assignment or renew your credential.

Teachers actively enrolled in a Beginning Teacher Support and Assessment (BTSA) program are eligible for program reimbursement for up to \$1,500 per semester for up to 2 school years. Reimbursement must be received for accredited BTSA programs to achieve a Preliminary or Professional Clear Teacher Credential. Reimbursements for the Fall courses will be reimbursed in the Spring (up to 60 days from the start of the Spring Semester), and the Spring Semester will be reimbursed in the Fall (up to 60 days from the start of the Fall Semester). Employees should be in constant communication with the Human Resources Department on their credential status.

### TUBERCULOSIS TEST

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) within the past 60 days. Employees transferring from other public or private schools within the State of

California must either provide proof of an examination or a completed Risk Assessment within the previous 60 days or a certification showing that they were examined within the past four (4) years and was found to be free of communicable tuberculosis. The current physician's statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in delay of your ability to begin work or termination.

Results of these tests are strictly confidential. TB Clearance is good for four years and it is the employee's responsibility to remain in compliance and ensure the school has a valid certificate on file.

The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required for existing employees shall be a reimbursable expense. Employees should follow the school's reimbursement procedures.

## CRIMINAL BACKGROUND CHECK

All employees must have Live Scan fingerprint results on file with TEACH Public Schools in accordance with applicable law. Live Scan fingerprinting will be required of all job applicants, employees, and volunteers as required by California and federal law. These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Civil or criminal background checks may be also be required of applicants and/or employees based on job duties or any other factors in accordance with applicable law.

All fingerprint and background information must be completed and the results in the possession of TEACH Public Schools before the first day of employment. Failure to complete this process will delay the employee's ability to begin work.

Employees with adverse background information (such as certain specific criminal conviction) may be ineligible for employment with TEACH Public Schools.

TEACH Public Schools shall also request subsequent arrest notification from the Department of Justice and take all appropriate action based upon such further notification in accordance with applicable law. Additionally, should an employee, during their employment with TEACH Public Schools, be arrested for, charged with, or convicted of any offense, the employee must immediately report as much to Human Resources.

For additional information on background checks, please contact the Human Resources Director.

## CHILD ABUSE AND NEGLECT REPORTING ACT

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse or neglect, or you reasonably suspect it, California Penal Code Section 11166 requires you to immediately report this information or suspicion to a child protective agency or the police. The report shall be

made by phone as soon as possible and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse. Failure to meet these obligations can result in a monetary fine and/or jail.

While each employee has the responsibility to ensure the reporting of any child, they suspect is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred. It is extremely important that TEACH Public Schools employees comply with the requirements of the Child Abuse and Neglect Reporting Act (CANRA). No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA.

The Human Resources Director is available to answer any questions employees may have about their responsibilities under CANRA, or to assist an employee in making a report under CANRA. If an employee makes a report pursuant to CANRA without TEACH Public School's assistance, they are required to notify TEACH Public Schools of the report if it is based on incidents they observed or became aware of during the course and scope of their employment with TEACH Public Schools.

## FIRST-AID AND CPR TRAINING

All individuals working unsupervised with children or in a classroom setting (i.e. core teachers, advisors, coaches, non-core teachers, administrators) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school. Any employee required to be first aid certified and hired after the beginning of the school year will be required to provide proof of completion of both First Aid and CPR training prior to the first day of work.

For additional information on the training required, please contact the Human Resources Director.

## PERSONNEL FILES

An employee or former employee (or designee) has the right to inspect or receive a copy of their personnel records at reasonable times, at a reasonable place, and on reasonable advance notice to the Human Resources Director. All requests should be put in writing preferably on the form maintained by Administration. If the request includes a request for copies the employee or former employee may be required to pay for the actual costs of copying. Employer will respond to such a request within 30 days of receipt of the written request.

Employees are not entitled to inspect or copy: letters of reference, records that relate to an investigation of possible criminal activity, ratings, reports or records obtained prior to employment, prepared by examination committee members or obtained in connection with a promotional examination.

## CHANGES IN EMPLOYMENT

An employee is responsible for notifying the Human Resources Department about changes in the employee's personal information and changes affecting the employee's status (for example, name

changes, address or telephone number changes, marriages or divorces, etc.). This notification by the employee must occur as close to the change as possible, but no later than 30 days following the change.

## SECTION 7 – PERFORMANCE

### EMPLOYEE PERFORMANCE REVIEW

Supervisors will generally conduct performance reviews with all regular full-time and regular part-time employees annually. Supervisors may conduct informal performance reviews and goal setting sessions more often if they choose.

Performance reviews are designed for the supervisor and the employee to discuss their current job tasks, encourage and recognize attributes, and discuss positive, purposeful approaches for meeting work-related goals. Together, the employee and supervisor discuss ways in which the employee can accomplish goals or learn new skills. The goal setting sessions are designed for the employee and their supervisor to make and agree on new goals, skills, and areas for improvement.

Your performance review and goal setting sessions may or may not have a direct effect on any changes in your compensation. For this reason, among others, it is important to prepare for these reviews carefully, and participate in them fully.

### PERFORMANCE EVALUATIONS

#### Administrative and Classified Staff:

Performance evaluations generally are conducted annually to provide both employees and supervisors with the opportunity to discuss the employee's position, tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss methods for improving performance. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee an increase in salary or promotional opportunities, or even continued employment.

#### Teachers:

At the start of each academic year, each Teacher will meet with the principal to establish Performance Objectives for that school year. The Teacher will put these objectives in writing in accordance with a template to be provided by the principal.

The principal will generally evaluate the Teacher's performance at least once a year formally and on an ongoing basis informally. The evaluation will be based on factors including the Teacher's job description, accomplishment of the Performance Objectives, the TEACH Public School's charter, and standards for teaching performance developed by the Human Resources Department the TEACH Public School's Board of Directors, and/or other TEACH Public Schools staff.

In addition to these more formal performance evaluations, TEACH Public Schools encourages you and your supervisor to discuss your job performance on an ongoing basis.



TEACH Public School's provision of performance evaluations does not alter the at-will employment relationship. Nothing in this policy shall limit the right to terminate employment at-will or limit the TEACH Public School's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. Employment is at the mutual consent of the employee and TEACH Public Schools. Accordingly, either the employee or TEACH Public Schools can terminate the employment relationship at-will, at any time, with or without reason and with or without notice.

#### Basis for Determining Pay

Numerous factors may influence your rate of pay, including but not limited to, education, experience, training and/or the operational needs of the school. It is TEACH Public School's goal to have a current Job Description for each employee that broadly defines the job responsibilities and essential functions for each position.

While TEACH Public Schools strives to complete wage increase determinations on an annual basis, there is no guarantee that employees will receive a salary increase, cost of living adjustment or promotion every school year. Salary increases, cost of living adjustments and promotions are solely within the discretion of TEACH Public Schools and depend upon many factors in addition to performance. Positive performance evaluations do not guarantee increases in salary or promotions. Increases may be determined the basis of various factors including, but not limited to, performance, adherence to school policies and procedures, ability to meet or exceed duties, salary schedules/ranges/bands, achievement of performance goals, or operational factors.

Changes to the amount of an employee's wage or salary will become effective on the first regular pay period following the change.

## SECTION 8 – LEAVES

### FAMILY MEDICAL LEAVE ACT (FMLA)/CALIFORNIA FAMILY RIGHTS ACT (CFRA)

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by the school for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence. For purposes of FMLA leave, an eligible employee must also be employed at a worksite where there are 50 or more employees of the school within 75 miles. Please check with Human Resources Department to determine whether you are eligible for FMLA/CFRA leave.

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable. You should use the school's request form, which is available upon request from Human Resources Manager. Failure to comply with this requirement may result in a delay of the start of the leave.

A family and medical leave may be taken for the following reasons:

1. the birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;
2. the care of the employee's spouse, child, parent with a "serious health condition";
3. for CFRA only, the care of the employee's "family member with a "serious health condition";
4. the "serious health condition" of the employee;
5. for FMLA only, the care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
6. any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, registered domestic partner (CFRA only) or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces.

For CFRA only, a "family member" includes the employee's spouse, parent, child of any age, registered domestic partner, grandparent, grandchild, sibling, parent-in-law, and a "designated person". A "designated person" is someone else with a blood or family-like relationship with the

employee. The employee may identify this person at the time the employee requests a CFRA leave. The employee is limited to one (1) designated person per 12-month period for purposes of a CFRA leave.

A “serious health condition” is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) or (3) above only if due to a serious health condition of a family member as described in paragraph (2) or (3) requires your care or assistance as certified in writing by the family member’s health care provider. If you are seeking a leave under paragraph (4) above, you must provide the school with a medical certification from your health care provider establishing eligibility for the leave, and you must provide the school with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the school in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from the Human Resources Manager.

FMLA/CFRA leave is unpaid and both may be taken for up to 12 workweeks during the designated 12-month period (with the exception of FMLA qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12-month period will be defined as a “rolling twelve months” looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. FMLA qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any accrued vacation during unpaid family and medical leave (e.g. for example, any period in which you are not receiving a wage supplement through the EDD). You will also be required to use any accrued paid sick leave during unpaid family and medical leave that is due to your own or a family member’s serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California’s State Disability Insurance plan or Paid Family Leave program) or workers’ compensation insurance plan, the employee and the school may mutually agree to supplement such benefit payments with available PTO (sick or vacation).

Benefit accrual, such as vacation/PTO, PSL, and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During FMLA/CFRA leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If you do not return to work on the first workday following the expiration of an approved FMLA/CFRA leave, you may be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or comparable position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances under FMLA, “key” employees may not be eligible for

reinstatement following a family and medical leave. The school will provide written notice to any “key” employee who is not eligible for reinstatement.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact Human Resources.

## PREGNANCY DISABILITY LEAVE

The school provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider’s statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to the school. Employees returning from pregnancy disability leave must submit a health care provider’s verification of their fitness to return to work.

The school will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a health care provider. When an employee’s health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, the school may require the employee to transfer temporarily to an available alternative position. This alternative position will have equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee’s regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any accrued sick time during any unpaid portion of pregnancy disability leave (e.g. for example, any period in which you are not receiving a wage supplement through the EDD). Employees may also elect to use any accrued vacation/PTO time during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California’s State Disability Insurance plan or Paid Family Leave program), the employee and the school may mutually agree to supplement such benefit payments with available PTO or sick leave.

Benefit accrual, such as vacation/PTO, sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide the school with at least one week's advance notice of the date they intend to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceased to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if they have been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than if the employee would not have otherwise have been employed if leave had not been taken.

If you have any questions regarding pregnancy disability leave, please contact Human Resources.

## MILITARY SPOUSE LEAVE

An eligible employee-spouse of a qualified service member is entitled to take ten (10) days of unpaid leave during a period when the spouse or registered domestic partner is on leave from military deployment.

An eligible employee must work an average of 20 hours per week; have a spouse or registered domestic partner who is a member of the Armed Forces, National Guard or Reservices; must provide notice of their intention to take the leave within two (2) business days of receiving official notice that the service member will be on leave from deployment; and submit written documentation certifying that the service member will be on leave during the time the leave is required.

The employee may use accrued vacation/PTO/sick leave during this unpaid time off.

## WORKERS' COMPENSATION LEAVE

Employees that are temporarily disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the medical provider's recommendation. Workers' compensation leave will run concurrently with any other applicable medical leave of absence (i.e., FMLA/CFRA if applicable). Human Resources will reach out to employees that have requested a workers' compensation leave regarding employer provided health insurance benefits. If you have any questions concerning this leave and/or any benefit related questions, please contact Human Resources.

## BEREAVEMENT LEAVE

TEACH Public Schools provides time off to eligible employees in the event of the death of a “family member”. To be eligible for Bereavement Leave, the employee must be employed for at least thirty (30) days prior to starting Bereavement Leave. If an employee is eligible for Bereavement Leave and the employee experiences the death of a family member, the employee may take up to five (5) days of Bereavement Leave.

For purposes of this policy, a family member is defined as a: spouse, domestic partner, child, parent, parent-in-law, sibling, grandparent and grandchild.

The days of Bereavement Leave do not need to be taken consecutively; however, the employee must use Bereavement Leave within three (3) months of the death of the family member, at which time any remaining unused Bereavement Leave will expire.

Within the first thirty (30) days of the first day of Bereavement Leave, an employee must provide the Human Resources with documentation to support the need for Bereavement Leave which may include a death certificate; a published obituary, verification of death, burial or memorial service from a mortuary, funeral home, burial society, crematorium, religious institution or governmental agency.

Up to five days will paid Bereavement Leave per school year. An employee may elect to use any accrued vacation/PTO for any remaining Bereavement Leave.

## REPRODUCTIVE LOSS LEAVE

TEACH Public Schools grants time off to eligible employees in the event you suffer a qualifying reproductive loss event as defined in this policy.

To be eligible for reproductive loss leave, you must be employed for at least 30 days prior to starting leave.

If you are eligible and experience a reproductive loss event, you may take up to five days of reproductive loss leave.

For purposes of this policy, a reproductive loss event is the day, or the final day for a multiple day event, of one of the following:

- **Failed adoption:** The dissolution or breach of an adoption agreement with the birth mother or legal guardian, or an adoption that is not finalized because it is contested by another party, if you would have been a parent of the adoptee if the adoption had been completed.
- **Failed surrogacy:** The dissolution or breach of a surrogacy agreement, or a failed embryo transfer to the surrogate, if you would have been a parent of a child born as a result of the surrogacy.

- **Miscarriage:** May be a miscarriage by you, your current spouse or domestic partner, or by another individual if you would have been a parent of a child born as a result of the pregnancy.
- **Stillbirth:** May be a stillbirth resulting from your pregnancy, the pregnancy of your current spouse or domestic partner, or another individual if you would have been a parent of a child born as a result of the pregnancy.
- **Unsuccessful assisted reproduction:** An unsuccessful round of intrauterine insemination or of an assisted reproductive technology procedure (i.e., artificial insemination or an embryo transfer, including gamete and embryo donation). Assisted reproduction does not include reproduction through sexual intercourse. This event applies to you, your current spouse or domestic partner, or another individual, if you would have been a parent of a child born as a result of the pregnancy.

The days of reproductive leave do not need to be taken consecutively, however, you must complete your reproductive loss leave within three months of your reproductive loss event, or, if prior to or immediately following your reproductive loss event, you are on or choose to go on leave under California's pregnancy disability law, the California Family Rights Act, or any other leave provided by state or federal law, then you may complete your reproductive loss leave within three months of the end of the other leave, at which time any remaining unused reproductive loss leave will expire.

Reproductive loss leave is unpaid; however, you may choose to use previously accrued paid leave time available to you.

If you experience more than one reproductive loss event within a 12-month period, you can receive another five days of reproductive loss leave. You are limited to a total of 20 days of reproductive loss leave within a 12-month period.

Any information provided to TEACH Public Schools related to this leave will be maintained as confidential and will not be disclosed except to internal personnel or counsel, as necessary, or as required by law.

## JURY DUTY LEAVE

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either the School or the employee may request an excuse from jury/witness duty if, in the school's judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury/witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Employees may elect to use any accrued vacation/PTO during jury/witness duty leave.

In the event that the employee must serve as a witness within the course and scope of their employment with the School, the School will provide time off with pay.

## TIME OFF TO VOTE

The school will allow any employee who is a registered voter and does not have enough time outside of working hours to vote in a statewide election up to two (2) hours of work time to vote. If employees are unable to vote in an election during their non-working hours, then the school will grant up to two hours of paid time off to vote. The request must be made at least two (2) working days in advance. The time must be scheduled at the beginning or end of the work shift, whichever provides the least disruption to the normal work schedule unless the school and the employee agree otherwise.

An employee may also serve as an election official on Election Day without being disciplined, however the school will not pay the employee for this time off. Accrued unused vacation/PTO may be paid to the employee for this time off.

Employees must submit a voter's receipt on the first working day following the election to qualify for paid time off. Nothing in this policy requires the employee to bring their mail (absentee) ballot to work, including mailing such absentee ballot from work.

## SCHOOL ACTIVITIES LEAVE

The school encourages employees to participate in the school activities of their child(ren). If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed day care facility, you may take up to 40 hours of unpaid leave per year to participate in the activities of the school or day care facility, to find, enroll or reenroll your child in a school or with a licensed child care provider and/or to address a child care provider or school emergency.

The leave is subject to all of the following conditions:

- The time off for school activity participation cannot exceed eight (8) hours in any calendar month, or a total of forty (40) hours each year;
- Unless it is an emergency, employees planning to take time off for school visitations must provide as much advance notice as possible to their supervisor;
- If the School employs both parents, the first employee to request such leave will receive the time off. The other parent will receive the time off only if the leave is approved by their supervisor;
- Employees must use existing vacation/PTO in order to receive compensation for this time off;
- Employees who do not have paid time off available will take the time off without pay.



- Documentation of participation may be requested and will be sufficient if it is provided in writing by the school or the licensed child care/day care facility.

## SCHOOL APPEARANCE/SUSPENSION LEAVE

If the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert their supervisor as soon as possible before leaving work. To be eligible for time off to attend a child's school, the employee must be the parent of a child in kindergarten or in grades 1-12 and must present the school's letter, which requests the employee's appearance at the school, to their supervisor at least two days before the requested time off.

This leave is unpaid but the employee may choose to use accrued vacation/PTO. You will not be discharged or discriminated against because of an absence protected by this law.

## CRIME VICTIM LEAVE

Employees are allowed to be absent from work to attend judicial proceedings related to a violent felony, serious felony (as defined by the California Penal Code) or felonies related to theft or embezzlement if:

- The employee is a victim of such a crime;
- An immediate family member (i.e., spouse, registered domestic partner, child, step-child, sibling, step-sibling, parent, step-parent, or the child or a registered domestic partner) of an employee is a victim of such a crime;

An employee must give reasonable advanced notice to the school by providing documentation of the proceeding. Documentation may be from any of the following:

- Notice from the court or government agency setting the hearing;
- The district attorney or prosecuting attorney's office; or
- The victim/witness assistance office advocating on the victim's behalf.

This leave is unpaid but the employee may choose to use accrued vacation/PTO or sick leave. You will not be discharged or discriminated against because of an absence protected by this law.

## DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT/STALKING LEAVE

If you are a victim of crime or abuse, including domestic violence, sexual assault, stalking, or a crime that caused physical injury or, in certain cases, mental injury, or that caused the death of an immediate family member, you may take time off to obtain or attempt to obtain judicial relief, such as obtaining restraining orders, to help insure your health, safety or welfare or that of your

child(ren). Employees may use available vacation /PTO (if applicable). Otherwise, the time off is unpaid. All employees can take time off from work to get medical attention or services from a domestic violence shelter, program, or rape crisis center, or receive psychological counseling or safety planning related to domestic violence, sexual assault, or stalking. Domestic violence, sexual assault and stalking victim's leave for medical treatment does not exceed or add to the unpaid leave time that FMLA/CFRA allows.

You must give the school reasonable notice unless advance notice is not feasible, and provide certification that you are seeking such assistance.

Certification may be sufficiently provided by any of the following:

- A police report indicating that you were a victim crime or abuse;
- A court order protecting or separating you from the perpetrator of an act of crime or abuse, or other evidence from the court or prosecuting attorney that you appeared in court; or,
- Documentation from a medical professional, domestic violence advocate or advocate for victims of sexual assault, health care provider, or counselor that you are undergoing treatment for physical or mental injuries or abuse due to the crime or abuse.
- Any other form of documentation that reasonably verifies the crime or abuse occurred which can include a written statement signed by you or an individual acting on your behalf certifying that the absence(s) is for the purpose authorized under this leave.

Employees have the right to ask the school for help or changes in their workplace to make sure they are safe at work. The school will work with its employees to see what changes can be made. Changes in the workplace may include putting in locks, changing shifts or phone numbers, transferring or reassigning the employee, or help with keeping a record of what happened to the employee. The school may ask the affected employee for a signed statement certifying that this request is for a proper purpose and may also request proof showing the need for an accommodation.

The school will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision. The school will not discharge, discriminate or retaliate against an employee who exercises their rights under this law.

TEACH Public Schools is committed to ensuring employees are not treated differently or retaliated against because of any of the following:

- The employee is a victim of domestic violence, sexual assault, or stalking.
- The employee asked for time off to get help.
- The employee asked TEACH Public Schools for help or changes in the workplace to ensure safety at work.

If any employee believes that they have experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with their supervisor and/or the Labor Commissioner's Office.

For more information, contact the Labor Commissioner's Office by phone at 213-897-6595 or visit a local office by finding the nearest one on website: [www.dir.ca.gov/dlse/DistrictOffices.htm](http://www.dir.ca.gov/dlse/DistrictOffices.htm). The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

## MILITARY LEAVE

California's military leave laws and the Uniformed Services Employment and Reemployment Rights Act ("USERRA") ensure that employees are not adversely affected in their employment after taking leave for military service. Employees who serve in the military and are entitled to a military leave of absence without pay from the school under applicable laws should notify the Human Resources regarding the need for military leave.

Please see the Human Resources Director for more information regarding job reinstatement rights upon completion of military service.

## ADULT LITERACY LEAVE

Pursuant to California law, the school will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on the school. The school does not provide paid time off for participation in an adult literacy education. However, you may utilize accrued vacation/PTO if you want compensation for this time off. If you do not have accrued vacation/PTO available, you will be permitted to take the time off without pay.

## ORGAN DONOR / BONE MARROW DONOR LEAVE

The school will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person. In addition, the school will provide up to 30 business days of paid leave within a one-year period and up to another 30 business days of unpaid leave within a one-year period to an employee who donates an organ to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months. You must give as much notice as is practicable and must provide certification of the medical necessity of the procedure. You will be required to use up to ten (10) days of any accrued paid leave sick and/or vacation/PTO for organ donation and up to five (5) days accrued paid leave sick and/or vacation/PTO for bone marrow donation. This leave does not run concurrently with FMLA/CFRA. You must have been employed for at least a 90-day period immediately preceding the beginning of the leave, if otherwise eligible.

You may take this leave incrementally, as medically necessary, or all at one time. All health benefits shall be maintained during this leave to the extent they exist at the time of the leave. This leave shall not be considered a break in service and the employee shall continue to accrue paid time off and other benefits as if they had continued working. The Employee shall be required to pay any portion of their benefits they are currently paying.

An employee shall not have any greater rights during this leave than if they have been actively working during this time but will be reinstated to their same or equivalent job prior to the leave. No employee shall be discriminated or retaliated against for taking an organ donation or bone marrow leave.

## DRUG & ALCOHOL REHABILITATION LEAVE

TEACH Public Schools will reasonably accommodate any eligible employee who volunteers to enter and participate in an alcohol or drug rehabilitation program, if the reasonable accommodation does not impose an undue hardship on the school. Reasonable accommodation includes time off without pay and adjusting work hours. You may use accrued and unused vacation/PTO or paid sick leave. All reasonable measures to safeguard your privacy will be maintained.

This policy in no way restricts the TEACH Public School's right to discipline an employee, up to and including termination of employment, for violation of TEACH Public School's Drug and Alcohol Policy.

## VOLUNTEER CIVIL SERVICE LEAVE/TRAINING

In California, no employee shall receive discipline for taking time off to perform emergency duty/training as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are participating in this kind of emergency duty/training, please alert your supervisor so that they may be aware of the fact that you may have to take unpaid time off for emergency duty/training. In the event that you need to take time off for emergency duty/training, please alert your supervisor before doing so whenever possible. Time off for emergency training may not exceed 14 days per calendar year.

Emergency Duty/Training Leave is unpaid. You may choose to use your accrued vacation/PTO if you wish to receive compensation for this time off, but you are not required to do so.

If you feel you have been treated unfairly as a result of taking or requesting Emergency Duty/Training Leave, you should contact your supervisor or any other manager, as appropriate

## CIVIL AIR PATROL LEAVE

TEACH Public Schools provides eligible employees who are volunteer members of the California Wing of the Civil Air Patrol and are called to emergency operational missions up to 10 days of unpaid leave per calendar year. Leave for a single emergency operational mission will generally be limited to three days unless an extension is granted by appropriate government entities and approved by the school.

To be eligible, employees must have been employed with TEACH Public Schools for 90 days immediately preceding the commencement of leave. Additionally, the School may require

certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave requested or taken.

Employees are required to give the school as much notice as possible of the intended dates upon which the leave would begin and end. The school will restore the employee to the position they held when the leave began or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee. The time off is unpaid. However, an employee may utilize accrued vacation/PTO.

## SECTION 9 – BENEFITS

### VACATION

Full-time, salaried, exempt, 12-month CMO employees are eligible for vacation pay. School site and regional employees do not earn/accrue vacation pay/time as vacation is built into their annual work calendar. Full-time, salaried, exempt, 12-month school site and regional employees will work 222 of a possible 234 workdays for the 2024-25 TEACH work calendar. Vacation is a time for you to rest, relax and pursue special interest. Vacation begins to accrue from date of hire and is only available for use after earning vacation time. TEACH recognizes employees by providing increased vacation time based on the number of years of continuous services in vacation eligible position. Please see the table below for annual accrual rates:

<b>Years of Continuous Eligible Service</b>	<b>Annual Time Provided</b>	<b>Maximum Accrual Allowed</b>	<b>Maximum Annual Cash Out Option</b>
1-3 years	10 days	15 days	15 days
4-6 years	15 days	22.50 days	22.50 days
7-9 years	20 days	30 days	30 days
10+ years	23 days	34.50 days	34.50 days

Vacation time will accrue each pay period and be displayed on the employees pay stub. Every effort will be made to grant you your vacation at the time you desire. However, vacations should not interfere with TEACH's operations and, therefore, must be approved by your supervisor and the Director of Human Resources at least fifteen (15) days in advance. If a holiday occurs during an employee's vacation period, the employee will receive holiday compensation for that day.

Upon termination of employment, eligible employees will be paid for all accrued, unused vacation time at their current rate of pay. Vacation time may be cashed out in lieu of taking time off for Exempt 12-month employees. Please see the chart above for maximum annual cash out days. Cash out will be available during the June payroll cycle. Notice of intent to cash out should be provided to the Director of HR between June 1<sup>st</sup> and June 15<sup>th</sup> each year.

### SICK LEAVE

The school enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave ("PSL") to eligible employees.

### Eligible Employees

All employees (including part-time and temporary) who work for the school 30 or more days within a year in California are allotted PSL as set forth in this policy.

### Permitted Use

Eligible employees may use their allotted PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventive care for) the employee or the employee's family member. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, sibling of the employee or "designated person". "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis, regardless of the age or dependency status of the child. "Parent" means a biological, foster, or adoptive parent; a step-parent; or a legal guardian of the employee or the employee's spouse or registered domestic partner. A parent may also be someone who accepted the duties and responsibilities of raising the employee when the employee was a minor child, even if they are not the employee's legal parent. "Spouse" means a legal spouse, as defined by California law. A "designated person" is any individual the employee identifies at the time of the employee requests PSL. An employee is limited to one designated person per 12-month period for purposes of PSL.

Employees may also use their PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault, including being a victim of crime or abuse.

### Allotment

Eligible employees will be allotted PSL days as follows:

- On July 1 (and on each subsequent July 1), all eligible employees will be allotted 5 days or 40 hours of PSL per fiscal year (July 1-June 30).
- If an employee is hired mid-year, they will receive 5 days or 40 hours of PSL days on their first day of employment for use during the remainder of the employee's first calendar year of employment.

PSL days are not accrued on an as-worked basis but rather are allotted to the eligible employees on July 1 each year for the following fiscal year. PSL days are "use it or lose it" and, as such, do not carry over from year to year.

### Limits on Use

Eligible employees may use PSL beginning on the 1st day of employment.

PSL may be taken in minimum increments of one hour. If an exempt employee absents themselves from work for part or all of a workday for a reason covered by this policy, they will be required to use PSL to make up for the absence.

### Notification

The employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable.

### Termination

Employees will not receive pay in lieu of unused PSL. Unused PSL will not be paid out upon termination.

### No Discrimination or Retaliation

The school prohibits discrimination or retaliation against employees for using their PSL.

## INSURANCE BENEFITS

Full-time employees are entitled to insurance benefits offered by TEACH Public Schools. These insurance benefits will include medical, dental, vision and life. The school will set a defined contribution towards the employee's insurance premiums that are sponsored by TEACH Public Schools. This amount will be determined on an annual basis. The employee's portion of the monthly premiums will be deducted from the employee's paycheck on a pre-tax basis.

If medical insurance premium rates increase, employees may be required to contribute to the cost of the increase to retain coverage. Unless otherwise mandated by law, employees on a leave of absence may be responsible for selecting continuing health coverage and paying the premium for such coverage through COBRA. If you have any benefit related questions while on a leave of absence, please contact Human Resources via email: [hr@teachps.org](mailto:hr@teachps.org)

## COBRA BENEFITS

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under TEACH Public School's health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours or leave of absence, divorce or legal separation and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at TEACH Public Schools group rates plus an administration fee. TEACH Public Schools or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under TEACH Public School's health insurance plan. The notice contains important information about the employee's rights and obligations.



## SOCIAL SECURITY/MEDICARE

Social Security is an important part of every employee's retirement benefit. The school pays a matching contribution to each employee's Social Security taxes.

## STATE DISABILITY INSURANCE (WAGE SUPPLEMENT)

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work-related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from Human Resources.

## PAID FAMILY LEAVE (WAGE SUPPLEMENT)

Under California law, eligible employees may participate in the Paid Family Leave ("PFL") program, which is part of the state's unemployment compensation disability insurance program. The PFL program provides up to eight weeks of partial wage replacement benefits to employees who take time off to care for a seriously ill or injured child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child (birth, foster care, adoption). The PFL program does not provide job protection or reinstatement rights. It is a wage supplement provided concurrently while an employee takes an eligible leave of absence under TEACH Public Schools policy and applicable law.

TEACH Public Schools will require you to take up to two weeks of accrued but unused vacation/PTO prior to your receipt of benefits under the PFL program.

The program will be administered in a manner consistent with California law. For more information regarding this program, you may contact the California Employment Development Department.

## WORKER'S COMPENSATION INSURANCE

Eligible employees are entitled to workers' compensation insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee.

If an employee should become injured or in any way disabled on the job, they must report the injury immediately to their supervisor. It is a felony to file a fraudulent or false workers' compensation claim.

## SECTION 10 – EMPLOYEE COMMUNICATIONS

### COMMUNICATIONS POLICY

Every employee is responsible for using the TEACH Public School’s computer system, including, without limitation, its computers, laptops, iPads, tablets, cellular phones, electronic mail (Email) system, telephone, video conferencing, voicemail, facsimile systems and the Internet (“Communications Systems”), properly and in accordance with this policy. Any questions about this policy should be addressed to the Human Resources Department.

The Communication Systems are the property of TEACH Public Schools and have been provided for use in conducting TEACH Public Schools business. All communications and information transmitted by, received from, created, or stored in its Communication Systems are TEACH Public Schools records and property of TEACH Public Schools. The Communication Systems are to be used for school purposes only. Employees may, however, use TEACH Public Schools technology resources for the following incidental personal uses so long as such use does not interfere with the employee’s duties, is not done for pecuniary gain, does not conflict with TEACH Public Schools business, and does not violate any TEACH Public Schools policies:

- To send and receive necessary and occasional personal communications;
- To use the telephone system for brief and necessary personal calls; and
- To access the Internet for brief personal searches and inquiries during meal periods or other breaks, or outside of work hours, provided that employees adhere to all other usage policies.

#### No Expectation of Privacy

TEACH Public Schools has the right, but not the duty, to monitor any and all of the aspects of its Communication Systems, including, without limitation, reviewing documents created and stored on its Communication Systems, deleting any matter stored in its system (including, without limitation, its Email and word processing systems), monitoring sites visited by employees on the Internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the Internet, and reviewing Email, voicemails and instant messages sent and received by users. Further, TEACH Public Schools may exercise its right to monitor its Communications Systems for any reason and without the permission of any employee. Employee use of TEACH Public School’s Communication Systems constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the Communication Systems (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from TEACH Public School’s Communication Systems is not assured. Use of passwords or other security measures does not in any way diminish TEACH Public School’s right to monitor and access materials on its Communication Systems, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed upon request to TEACH Public Schools for any reason that TEACH Public Schools, in its discretion, deems appropriate. Further, employees should be aware that deletion of any Email messages, voicemails or files

would not truly eliminate the messages from the system. All Email messages, voicemails and other files may be stored on a central back-up system in the normal course of data management.

Employees have no expectation of privacy in anything they view, create, store, send or receive on the Communication Systems.

Notwithstanding the foregoing, even though TEACH Public Schools has the right to retrieve, read and delete any information viewed, created, sent, received or stored on its Communication Systems, Email messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any Email messages that are not sent to them or by them. Any exception to this policy must receive the prior approval of Human Resources Department.

#### Professional Use of Communication Systems Required

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. Emails and other text communications, in particular, are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write Email communications with no less care, judgment and responsibility than they would use for letters or internal memoranda written on TEACH Public Schools letterhead.

#### Offensive and Inappropriate Material

TEACH Public School's policy against discrimination and harassment, sexual or otherwise, applies fully to TEACH Public School's Communication Systems, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no Email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other characteristic protected by law. Further, material that is fraudulent, harassing, abusive, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, unlawful, inappropriate, or offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or any other characteristic protected by law) may not be downloaded from the Internet or displayed or stored in TEACH Public School's computers. Employees encountering or receiving this kind of material should immediately report the incident to the Human Resources Department.

TEACH Public Schools may (but is not required) to use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by TEACH Public Schools networks. Notwithstanding the foregoing, TEACH Public Schools is not responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. Even innocuous search requests may lead to sites with highly offensive content. In addition, having an email address on the Internet may lead to receipt of unsolicited email containing offensive content. Users accessing the Internet do so at their own risk. Employees who encounter inappropriate or sexually explicit material while browsing on the Internet should immediately disconnect from the site, regardless of whether the site was subject to TEACH Public School's blocking software.

### Solicitations

TEACH Public School's Communication Systems may not be used to solicit for political causes, commercial enterprises, outside organizations, or other non-job-related solicitations except if an employee is engaged in a protected activity related to improving the terms and conditions of their employment. Approval from Human Resources Department is required before anyone can post any information on commercial on-line systems or the Internet.

### Licenses and Fees

Employees may not agree to a license or download any material over the Internet for which a registration fee is charged without first obtaining the express written permission of the Human Resources Department.

Employees may not use a TEACH Public Schools Internet connection to download games or other entertainment software, or to play games over the Internet.

### Confidential Information

Employees may not transmit information over the Internet or through email that is confidential or proprietary. Employees are referred to TEACH Public School's "Confidential Information" policy, contained herein, for a general description of what TEACH Public Schools deems confidential or proprietary. When in doubt, employees must consult their immediate supervisor and obtain approval before transmitting any information that may be considered confidential or proprietary.

### Copyrights and Trademarks

TEACH Public School's Communication Systems may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from the Human Resources Department. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor. Any TEACH Public Schools-approved material that is posted or sent via its computer system should contain all proper copyright and trademark notices.

### Maintenance and Security of the System

Employees must not deliberately perform acts that waste resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, streaming video or audio files, engaging in online chat groups, printing excessive copies of documents, or otherwise creating unnecessary network traffic. Because audio, video and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related.

To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to TEACH Public School's network must do so through an approved Internet

firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer you are using is not connected to TEACH Public School's network.

Files obtained from sources outside TEACH Public Schools including disks brought from home; including files downloaded from the Internet, news groups, bulletin boards, or other online services; files attached to email; and files provided by students, parents or vendors, may contain dangerous computer viruses that may damage TEACH Public School's computer network. Employees should never download files from the Internet, accept email attachments from outsiders, or use disks from non- TEACH Public Schools sources, without first scanning the material with TEACH Public Schools-approved virus checking software. If you suspect that a virus has been introduced into TEACH Public Schools network, notify technology personnel immediately.

### Violations of this Policy

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

This policy is not intended, nor should it be interpreted, to in any way limit the ability of an employee to:

- Discuss with others the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

### Amendment and Modification of this Policy

TEACH Public Schools reserves the right to modify this policy at any time, with or without notice. TEACH Public Schools may require employees to acknowledge and comply with a separate Acceptable Use Policy for Internet and Network Resources.

## SOCIAL MEDIA POLICY

TEACH Public Schools has adopted the following policy with regard to employees' behavior on social networking sites including, but not limited to, Facebook, Twitter, LinkedIn, Pinterest, Instagram, Snap Chat and YouTube. If you wish to use networking protocols or set up a social media site as a part of the educational process, please work with your administrators and technology staff to identify and use a restricted, school-endorsed networking platform. Such sites will be the property of the school who will have unrestricted access to, and control of, such sites.

This policy is intended to supplement, not replace, the school's other policies, rules, and standards of conduct. For example, School policies on confidentiality, use of School equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.
- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of School policy.
- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.
- Maintain the confidentiality of the school's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with the school.
- Do not post confidential information (as defined in this Handbook) about the school, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.
- Confidential information (does not include information about the terms and conditions of your employment, such as wages, benefits, workplace safety and other topics an employee has the right to discuss with other employees under the law. Nothing in this policy prevents an employee from discussing or disclosing information about unlawful acts in the workplace, such as harassment or discrimination or any other conduct that the employee may have reason to believe is unlawful.
- While limited and incidental social media activities at work may be tolerated, such social media activities may not interfere with your job duties or responsibilities. Do not use your School-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.
- Be knowledgeable about and comply with the school's background check procedures.
- Be knowledgeable about and comply with the school's reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from the school.
- We encourage you to be fair and courteous to fellow employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the school. We also encourage you to avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the school, or that might constitute harassment or bullying.

- Make sure you always try to be honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Please do not post any information or rumors that you know to be false about the school, fellow employees, students, parents, vendors, customers, suppliers, people working on behalf of the school, or competitors.
- Never represent yourself as a spokesperson for the school unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with the school, make it clear that you are not speaking on behalf of the school and that your views do not represent those of the school, fellow employees, students, parents, vendors, customers, suppliers, or other people working on behalf of the school. It is best to use a disclaimer such as “The postings on this site are my own and do not necessarily reflect the views of the school.”
- Never be false or misleading with respect to your professional credentials.
- Do not take any photos, videos, or other media in the workplace or on the school’s premises or at School functions without permission of the school. It is your responsibility to ensure that your posts do not contain any prohibited information, or Confidential Information, including, but not limited to, photos, videos, or other media referencing or relating to student information, even if the student(s) is/are not specifically identified by name but could be easily determined or may be perceived as identifying any student or group of students. Violations may result in disciplinary action, up to and including termination.
- Supervisors who “friend” subordinates on social media accounts (whether personal or School accounts) are responsible for abiding by this policy at all times and immediately reporting any violations of this policy to the Human Resources Department. Failure to do so may result in disciplinary action, up to and including termination.

Employees are not to initiate “friendships” with students or parents. Employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. Employees must delete any students already on their “friends” list immediately. Employees should also be aware that participation in social media, even in a private setting, may not remain private and posts may become public knowledge and/or reported to the school.

Employees should weigh whether a particular posting puts their effectiveness as a school employee at risk. TEACH Public Schools encourages employees to post only what they want the world to see. Imagine that students, their parents, or administrators will visit your site as most information is available to the general public even after it is removed from the site. Employees may not discuss students nor post images that include students.

Employees may not comment on a student's blog or a student’s other social networking commentaries.

Employees may not use trade names, or logos belonging to the school without express written permission of the Executive Director.

In the event you have any questions about whether a particular social media activity may involve or implicate the school, or may violate this policy, please contact the Human Resources Department.

Social media is in a state of constant evolution, and the school recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each School employee is responsible for using good judgment and seeking guidance, clarification, or authorization before engaging in social media activities that may implicate this policy.

Failure to comply with TEACH Public School's social medial policy will result in disciplinary action, up to, and including, immediate termination.

Nothing in this policy is not intended to interfere with, restrain or prevent employees from using social media to:

- Communicate with others regarding wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

## EQUIPMENT POLICY

TEACH Public Schools attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a great expense to the school. It is expected that everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks, teacher guides, laptops, and any other equipment that may be assigned to them or their classroom if the loss is due to willful misconduct.

### Laptop Computers

Each staff member assigned a laptop for professional use shall be required to sign a laptop Agreement Form and will be charged for any damages, loss or theft to the laptop caused by willful misconduct.

Although issued to an individual employee, all computing devices are considered the personal property of the primary organizational unit to which the receiving employee belongs and shall be returned upon termination of employment with the school, after reassignment of job duties or immediately upon request at any time by an official of the school.

Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of such equipment. Such precautions shall include, but not be limited to the following:

- Keep the computing device in a locked and secured environment when not being used;



- Do not leave the computing device for prolonged periods of time in a vehicle, especially in extreme temperatures;
- Keep food and drinks away from all computing devices and work areas;
- Do not leave the computing device unattended at any time in an unsecured location (e.g., an unlocked empty classroom or office); and
- Keep the computing device in sight at all times while in public places, such as public transportation, airports, restaurants, etc. Should an employee's computing device be lost or stolen, the employee must:
  - immediately report the incident to their immediate supervisor and Chief representative;
  - obtain an official police report documenting the theft or loss; and
  - provide a copy of the police report to their immediate supervisor or Executive Director.

If the employee fails to adhere to these procedures, the employee will be held legally and financially responsible to the school for the replacement of such equipment.

The school is under no legal, financial or other obligation to provide for a replacement computing device to any employee whose device is lost, stolen or damaged.

The school may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to review, monitoring and auditing by the school.

Non-compliance with any policies or procedures will result in appropriate disciplinary action and/or reimbursement of any and all costs to the school if resulting from an employee's willful misconduct.

## LAPTOP COMPUTERS

Each full-time exempt employee receives a laptop computer for use in carrying out day-to-day functions such as lesson planning, email, enhancing classroom instruction, and using school-provided software for administrative duties (i.e. tracking attendance, logging grades, posting comments, etc.). Employee-issued laptops are property of TEACH Public Schools. Employees are required to treat their laptops with great care. Laptops may never be left unattended or in unlocked classrooms. Employees are required to bring their laptop computers home with them each night. Upon termination of employment, employees understand and agree that they must promptly return their school-issued laptop to the school. Employees are responsible for reimbursing the school for the cost of lost or damaged laptops when the loss or damage is due to the willful misconduct of the employee.

Employees acknowledge and understand that TEACH Public Schools is the owner of the laptop and of all information contained on the laptop. Employees are discouraged from keeping personal information on their school-issued laptops or using the laptops for personal use. There should be no expectation of privacy with regard to a school-issued laptop and employees must return their laptop upon request by the school.

## CELL PHONE POLICY

Personal cell phone use is not permitted while you are working. Cell phones should be turned off and stored with your other personal belongings while you are working.

Notwithstanding the foregoing, employees may, in the event of an “emergency condition,” access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an “emergency condition” is defined as:

- Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or
- An order to evacuate a workplace, a worksite a worker’s home, or the school of a worker’s child due to natural disaster or a criminal act.

If you are required to perform business on a cell phone for TEACH Public Schools while driving, you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text-based communications on your cell phone while driving a school vehicle or your own vehicle to conduct School business is prohibited. Text based communications include, but are not limited to, text messages, instant messages and email.

Employees whose job responsibilities do not specifically include driving as an essential function, but who use a cell phone for business purposes, whether issued by TEACH Public Schools or not, are also expected to abide by the provisions above. Under no circumstances are employees allowed to place themselves or others at risk to fulfill business needs.

Any employee who fails to comply with this policy will be deemed to have engaged in grossly negligent conduct beyond the course and scope of their employment. As a result, any employee who is charged with a traffic violation or incurs any other form of liability resulting from a violation of this policy will, to the extent allowed by applicable law, be solely responsible for any such liability.

If you are assigned a school cell phone to conduct School business, please notify your supervisor if the cell phone is misplaced, stolen, or damaged. Personal calls, received or placed, are not allowed on School cell phones.

This policy is not intended, nor shall it be interpreted, to in any way limit the ability of an employee to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

## TELEPHONE CALLS AND TEXTING

While at work and during staff meetings, the employee's undivided attention is expected. Cell phones, texting, and pagers are not allowed so that the activities or discussion are not disturbed. Employees should wait to make personal phone calls during breaks.

## PERSONAL PHONE AND PERSONAL CELL PHONE USE

Personal phone calls should not be made or received during working hours. Any such calls must be made during employee breaks. Friends and relatives should be discouraged from calling during business hours unless there is an emergency. All emergency calls should be directed to the main office. When the call is received, the employee will be contacted.

In addition, the use of personal cell phones for placing or receiving calls, sending or receiving text messages, checking voicemail, or any other form of communication supported by the school's cell phone provider during working hours is strictly prohibited. Cell phones should be placed out of sight and completely silenced to avoid disruption to the learning environment. In the event of a field trip or other class outing where personal cell phones may be used for safety purposes, communication should be limited to school staff only. The school will not be responsible for lost or stolen cell phones or other personal property.

Notwithstanding the foregoing, employees may, in the event of an "emergency condition," access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an "emergency condition" is defined as:

- Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or
- An order to evacuate a workplace, a worksite a worker's home, or the school of a worker's child due to natural disaster or a criminal act.

This policy is not intended, nor shall it be interpreted, to in any way limit the ability of an employee to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or

- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

Personal telephone calls should be made and received during non-teaching times. Personal calling cards or cell phones should be used for long distance personal calls. TEACH Public Schools expects that cell phones will be turned on a silent/meeting answer mode while employees are on the job and includes, but is not limited to, staff meetings and professional development.

Notwithstanding the foregoing, employees may, in the event of an “emergency condition,” access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an “emergency condition” is defined as:

- Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or
- An order to evacuate a workplace, a worksite a worker’s home, or the school of a worker’s child due to natural disaster or a criminal act.

This policy is not intended, nor shall it be interpreted, to in any way limit the ability of an employee to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

## NO SOLICITATION/DISTRIBUTION POLICY

In order to minimize non-work-related activities that could interfere with providing quality education, teamwork, and safety, TEACH Public Schools has established the following policy concerning solicitation and the distribution of written materials other than those directly related to the school’s business. This policy is not intended, nor should it be interpreted, to in any way limit the ability of an employee to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

Non-employees may not solicit or distribute written materials of any kind at any time on premises that are owned, leased, operated, managed or controlled by TEACH Public Schools.

Employees may not solicit other employees during the workday when either the person doing the solicitation or the person being solicited is engaged in or required to be performing work tasks.

Employees may not distribute written materials of any kind during the workday when either the distributing employee or the employee receiving the materials is engaged in or required to be performing work tasks.

Employees may solicit other employees when both parties are on non-work time. Employees may distribute written materials in non-work areas during non-work time.

The sole exceptions to this policy are charitable and community activities supported and approved by TEACH Public Schools, or if an employee is engaged in a protected activity related to improving the terms and conditions of their employment.

School bulletin boards are the only areas where any merchandise or notices may be placed. Such items must meet the guidelines established by the School and the National Labor Relations Act, if applicable. The site leadership must approve any postings prior to posting.

TEACH Public Schools reserves the right to discontinue any solicitation or distribution if the activities become disruptive to employees or the efficient operation of the school's business.

Employees are required to leave school premises and other work areas at the completion of their workday. Employees are not permitted to enter or remain on school premises or work areas unless the employee is on duty, scheduled for work, coming to or departing from scheduled work, or otherwise has specific authorization from school site leadership.

### Definitions

Work time: any time when employees are engaged in or required to be performing work tasks or are otherwise "on the clock." Work time does not include break periods, meal times, or other periods during the workday when employees are properly not engaged in performing their work tasks.

Work areas: all areas controlled by the school where employees are performing work, except employee break areas, and parking lots (non-work areas).

### Employee Responsibility

If you have a need to solicit and/or distribute materials on school premises, it must be in compliance with this policy. If you have questions, talk with the Human Resources. If solicitation or distribution is conducted within the parameters of this policy, the manner of activities must not harass or intimidate other employees. If you are subjected to such behavior at any time, report the activity to your supervisor. If solicitation or distribution occurs while you are working, report the activity to the Human Resources Department.

## NEPOTISM POLICY

TEACH Public Schools permits the employment of qualified relatives of employees, of the employee's household or immediate family as long as such employment does not, in the opinion of TEACH Public Schools, create actual conflicts of interest. For purposes of this policy, "qualified relative" is defined as a spouse, registered domestic partner, child, parent, sibling, grandparent, grandchild, aunt, uncle, niece, nephew, first cousin, corresponding in-law, "step" relation, adoptive relative, guardian, ward, or any member of the employee's household. "Qualified relative" also includes persons engaged in amorous relationships, meaning a relation in which persons voluntarily have a physical relationship or are engaged in a romantic courtship (e.g. dating or engaged) that may or may not have been consummated. TEACH Public Schools will use sound judgment in the placement of related employees in accordance with the following guidelines:

A qualified relative is permitted to work in the same department, provided no direct reporting or supervisor-to-subordinate relationship exists. That is, no employee is permitted to work within "the chain of command" when one qualified relative's work responsibilities, salary, hours, career progress, benefits, or other terms and conditions of employment could be influenced by the other relative.

Qualified relatives may have no influence over the wages, hours, benefits, career progress and other terms and conditions of the other related staff members.

Current employees who marry will be permitted to continue working in the same job positions held only if they do not work in direct supervisory relationship with one another or in job positions involving conflicts of interest. If relatives are found to be employed in any of these prohibited job positions, the school will take action to eliminate the conflict, including possibly requiring one or both employees to accept a transfer to another position or to resign. The BOARD OF DIRECTORS must approve any exceptions to this policy.

## BUILDING SECURITY/SCHOOL KEYS

All employees who are issued keys to the office and classrooms are responsible for their safekeeping

You will be assigned all appropriate building keys needed to conduct your daily job responsibilities. You are responsible for all keys. Duplication of any school key is not allowed and strictly prohibited. It is against School policy to loan or distribute your assigned keys to another employee or non-employee of the school. If your school keys are lost, misplaced, destroyed, or stolen, you must report it immediately to the Human Resources Department.

The last employee, or a designated employee, who leaves the office and /or the school site at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with exception of the lights normally left on for security

purposes. Employees are not allowed on school property before or after hours without prior authorization.

## INTERNAL INVESTIGATIONS & SEARCHES

From time to time TEACH Public Schools may conduct internal investigations pertaining to security, auditing, or work-related matters. Employees are required to cooperate fully with and assist in these investigations if required to do so.

Whenever necessary, in TEACH Public School's discretion, employees' work areas (i.e. desks, file cabinets, lockers, etc.) may be subject to a search without notice. Employees are required to cooperate. Because even a routine search for TEACH Public Schools property might result in the discovery of an employee's personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to TEACH Public Schools. Employees have no expectation of privacy in their work areas.

## VIOLENCE IN THE WORKPLACE

TEACH Public Schools has adopted a policy prohibiting workplace violence including a Workplace Violence Prevention Plan. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect TEACH Public Schools or which occur on TEACH Public Schools property will not be tolerated. Examples of workplace violence include, but are not limited to, the following:

All threats or acts of violence occurring on TEACH Public Schools premises, regardless of the relationship between TEACH Public Schools and the parties involved.

All threats or acts of violence occurring off TEACH Public Schools premises involving someone who is acting in the capacity of a representative of TEACH Public Schools.

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual
- Threatening an individual or their family, friends, associates, or property with harm
- Intentional destruction or threatening to destroy TEACH Public Schools property
- Making harassing or threatening phone calls
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapons

TEACH Public School's prohibition against threats and acts of violence applies to all persons involved in TEACH Public School's operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers and anyone else, including parents on TEACH Public Schools property. Violations of this policy by any individual on TEACH Public Schools property will lead to disciplinary action, up to and including termination and/or legal action as appropriate. All employees are encouraged to report incidents of threats or acts of

physical violence of which they are aware to their supervisors or to the Human Resources Department.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the incident to Human Resources.

Employees should immediately inform their supervisor or Human Resources Department about any workplace security hazards. If these individuals are not available, the employee should immediately inform any other supervisor so that appropriate action can be taken.

There will be no retaliation against any employee who brings a complaint in good faith under the Violence in the Workplace Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

In certain circumstances, the school may seek a workplace violence restraining order on behalf of one or more employees in furtherance of its commitment to providing a workplace that is free from acts of violence or threats of violence.



## SECTION 11 – STANDARDS OF CONDUCT

### PERSONAL STANDARDS

Each employee must be neatly groomed and wear clothing that is professional and appropriate for the employee's position. The principal will inform you of any special clothing requirements. Employees will not be permitted to wear clothing or otherwise present an appearance that may cause disruption, be taken as offensive or reduce productivity. If you are assigned a school uniform, your uniform must be clean and presentable when you report to work.

### PUBLIC IMAGE/DRESS CODE

The following items are considered inappropriate working attire for TEACH Public Schools employees:

- Spaghetti-strapped shirts
- Tank tops or revealing
- Short apparel of any kind
- Sheer clothing
- T-shirts with inappropriate or offensive gestures or advertising.
- Leggings and Jeans
- Open-toe shoes of any kind

The principal will be the final arbiter of what is considered to be inappropriate attire. You may be required to return home to change clothing if deemed necessary. Non-exempt employees will not be paid for time away from work to change attire. If management occasionally designates "casual days," appropriate guidelines will be provided to you.

Consult your supervisor if you have any questions regarding appropriate attire.

### PERSONAL APPEARANCE/STANDARDS OF DRESS

The Board of Directors believes that teachers and other TEACH Public Schools staff serve as role models. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

The Board of Directors encourages staff, during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all staff shall adhere to the following standards of dress:

- Clothing and jewelry must be safe and appropriate to the educational environment.

- All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in any apparel that are no higher than three (3) inches above the knee.
- Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, the Executive Director must grant prior approval.
- Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- For safety purposes, earrings must not dangle more than one (1) inch below the ear.
- Clothing or jewelry that depict and/or promote gangs (as defined in Ed. Code § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- Appropriate shoes must be worn at all times.
- Executive Director will be the final arbiter of what constitutes appropriate dress and attire.

## DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

It is the policy of TEACH Public Schools that no teacher or other staff member will use corporal punishment against a student. This prohibition includes spanking, slapping, pinching, hitting, tying, taping, or the use of any other physical force as retaliation or correction for inappropriate behavior.

## STAFF-STUDENT INTERACTIONS

### Boundaries Defined

For the purposes of this policy the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

### Acceptable and Unacceptable Behaviors

Some activities may seem innocent from a staff member’s perspective but may be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or “grooming.” Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. If a student specifically requests that they not be touched, then that request must be honored. Violations could subject the teacher or staff member to discipline up to and including termination. *Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes.* Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

### Unacceptable Behaviors

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior we intend to address by this policy.

- Giving gifts to an individual student that are of a personal and intimate nature (including photographs); or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or School Leader. It is recommended that any such gifts be filtered through the Human Resources along with the rationale therefor.
- Kissing of ANY kind
- Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 plan.]
- Full frontal or rear hugs and lengthy embraces
- Sitting students on one's lap (grades 3 and above)
- Touching buttocks, thighs, chest or genital area
- Wrestling with students or other staff member except in the context of a formal wrestling program
- Tickling or piggyback rides
- Any form of sexual contact
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Furnishing alcohol, tobacco products, or drugs or failing to report knowledge of such
- "Dating" or "going out with" a student
- Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
- Taking photographs or videos of students for personal use or posting online

- Undressing in front of a student
- Leaving campus alone with a student for lunch
- Sharing a bed, mat, or sleeping bag with a student
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
- Listening to or telling stories that are sexually oriented
- Discussing your personal troubles or intimate issues with a student
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without the express, advance written permission of the Human Resources and the student's parent or legal guardian
- Being alone in a room with a student at school with the door closed and/or windows blocked from view
- Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
- Staff mirroring the immature behavior of minors
- Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.

### Acceptable Behaviors

- Pats on the shoulder or back
- Handshakes
- “High-fives” and hand slapping
- When age appropriate, touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
- Placing TK through second grade students on one's lap for purposes of comforting the child for a short duration only

- Holding hands while walking with small children or children with significant disabilities
- Assisting with toileting of small or disabled children in view of another staff member
- Touch required under an IEP or 504 Plan
- Reasonable restraint of a violent person to protect self, others, or property
- Obtaining formal written pre-approval from Human Resources to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off campus
- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment)
- Keeping the door wide open when alone with a student
- Keeping reasonable and appropriate space between you and the student
- Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing
- Keeping administration informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
- Keeping after-class discussions with a student professional and brief
- Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
- Involving your supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
- Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later
- Recognizing the responsibility to stop Unacceptable Behaviors of students and/or co-workers
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
- Prioritizing professional behavior during all moments of student contact

- *Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career.*

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

### Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of misconduct, they must report the suspicion to the Human Resources Director promptly. Reasonable suspicion means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

### Investigating

The Human Resources Director will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior by a staff member, using such support staff or outside assistance, as they deem necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible. The investigating administrator shall promptly notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Human Resources Director shall report to the Governing Board any conclusions reached. The investigating administrator shall consult with legal counsel, as appropriate, prior to, during, and after conducting any investigation.

### Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

## CUSTOMER & PUBLIC RELATIONS

The school's image in front of students, parents (i.e. our "customers") and the general public is critical to our success. All employees are expected to be prompt, polite, courteous and attentive to our customers and the public. It is possible an employee may come into contact with a dissatisfied or hostile individual based on the nature of the employee's work. If this happens, you

should immediately notify your supervisor or the Human Resources Department. We will absolutely not tolerate conduct toward our customers or the general public that might be interpreted as unlawful discrimination or harassment. If you witness conduct in violation of this policy, you should immediately bring it to the attention of your supervisor or the Human Resources Department

## STANDARDS OF CONDUCT AND CIVILITY

At TEACH Public Schools, we are committed to upholding the highest standards of personal integrity and conduct. These standards are based on our dedication to treating people with dignity, respect, and civility, and taking individual and collective responsibility for our conduct. The manner in which we conduct ourselves defines us and how we are perceived by others. As school employees, we also serve as role models to our students.

TEACH Public Schools employees are accountable for integrity in conduct and for the consequences of their actions or inactions. The highest of ethical standards are expected in all matters internal, as well as with students, parents, and the community at large. All TEACH Public Schools employees and any individuals acting on behalf of TEACH Public Schools are required to conduct themselves in compliance with the essence of this Standards of Conduct and Civility policy. Any concerns must be promptly reported to a supervisor or the Human Resources Department. Failure to comply with this policy may result in disciplinary action, up to and including termination.

## PROHIBITED CONDUCT

The following is a list of conduct that is prohibited and will not be tolerated by the school. It is not an all-inclusive list, but rather a list designed to give examples of the types of conduct prohibited by the school. Other types of conduct that threaten security, personal safety, employee welfare and/or the school's operations also may be prohibited and will result in disciplinary action up to and including termination.

- Falsification of employment records, employment information, or other School records.
- Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any time card, either your own or another's.
- Theft, deliberate or careless damage or loss of any School property or the property of any employee or customer.
- Provoking a fight or fighting during working hours or on School property.
- Participating in horseplay or practical jokes on School time or on School premises where such conduct might be a safety risk or might be interpreted as offensive.
- Carrying firearms or any other dangerous weapons on School premises at any time or while acting on behalf of the school.

- Violation of the Substance and Alcohol policy.
- Insubordination, including but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening or abusive language toward a supervisor or member of management.
- Unreported absence on scheduled workdays unless otherwise excused.
- Excessive tardiness or absenteeism unless otherwise excused.
- Unauthorized use of School equipment, time, materials, facilities, or the school's name.
- Sleeping or malingering on the job.
- Failure to observe working schedules, including the required rest and meal periods.
- Soliciting other employees for membership, funds, or other similar activity in connection with any outside organization during your working time or the working time of the employee(s) solicited.
- Distributing unauthorized literature or any written or printed material during working time or in work areas. ("Working time" does not include your meal and break periods.)
- Failure to timely notify your supervisor when you are unable to report to work absent extenuating circumstances.
- Failure of an employee to obtain permission to leave work for any reason during normal working hours.
- Abuse of sick leave.
- Violation of the Communication Systems Policy.
- Violation of the Standards of Conduct and Civility Policy.
- Failure to provide a physician's certificate when requested or required to do so.
- Violating the School's PERSONAL APPEARANCE/STANDARDS OF DRESS.
- Breaching Confidentiality.
- Making derogatory racial, ethnic, religious or sexual remarks or gestures; any violation of the Harassment and/or Equal Employment Opportunity policy; or using profane or abusive language at any time on School premises or during working hours.
- Violation of any safety, health, security or School rule.
- Negligence or other conduct leading to the endangerment of harm of a child or children.



- Working overtime without authorization or refusing to work assigned overtime.
- Unsatisfactory job performance.
- Willfully or maliciously making false statements regarding any co-worker or submitting a complaint known to be false.

The school will not discipline employees for conduct that relates to employees' ability to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in concerted activity protected under federal, state or local law.

## CONFIDENTIAL INFORMATION

You may, during the course of your duties be advised of certain confidential business matters and affairs of the school regarding its business practices, students, suppliers and employees. Your duties may also place you in a position of trust and confidence with respect to certain trade secrets and other proprietary information relating to the business of the school and not generally known to the public or competitors. Such proprietary information includes student information, competitive strategies, marketing plans, fundraising, personnel information and financial information. Confidential information does not include information about the terms and conditions of your employment, such as wages, benefits, workplace safety and other topics you have the right to discuss with other employees under the law. You shall not, either during your employment with the school or any time in the future, directly or indirectly:

- Disclose or furnish, directly or indirectly, to any other person, firm, agency, corporation, client, business, or enterprise, any confidential information acquired during your employment;
- Individually or in conjunction with any other person, firm, agency, School, client, business, or corporation, employ or cause to be employed any confidential information in any manner whatsoever, except in furtherance of the business of the school;
- Without the written consent of the school, publish, deliver, or commit to being published or delivered, any copies, abstracts, or summaries of any files, records, documents, drawings, specifications, lists, equipment and similar items relating to the business of the school, except to the extent required in the ordinary course of your duties.

Nothing in this policy prevents employees from discussing or disclosing information about unlawful acts in the workplace, such as harassment or discrimination or any other conduct that they have reason to believe is unlawful. This policy is not intended, nor should it be interpreted, to in any way limit the ability of employees to:

- Communicate with others regarding the terms and conditions of their employment during non-working times, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

Employees shall not use their cell phone or similar device to engage in any form of audio or video recording on school property without the prior written approval of Human Resources Department and the written consent of the individual being recorded.

Upon an extended leave of absence, request from the school or termination of employment, employees are required to immediately return to the school all property of the school in as good condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents, drawings, specifications, lists, equipment and supplies, promotional materials, and similar items relating to the business of the school. This policy also encompasses any and all identifying or confidential information of all former and current students which is protected under the Family Educational Rights and Privacy Act.

Failure to comply with this policy may result in disciplinary action, up to and including termination.

## CONFLICTS OF INTEREST

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social and economic relationships with competitors, suppliers, customers, parents, or co-employees that may impair an employee's ability to exercise good judgment on behalf of the school or which give the appearance of such impairment create an actual or potential conflict of interest.

TEACH Public Schools expects employees to devote their best efforts to the interests of our school. TEACH Public Schools recognizes your right to engage in activities outside of your employment, which are of a private nature and unrelated to our business. However, outside activities (second jobs, side businesses, clubs, etc.) must not interfere with your ability to fully perform your job duties at TEACH Public Schools or create a conflict of interest with your statutory duty of loyalty to the school. The school prohibits employees from working with another School or external organization that competes with TEACH Public Schools whether as a regular employee or as a consultant.

If you have any questions whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact the Human Resources Department to obtain advice on this issue. A violation of this policy will result in immediate and appropriate discipline, up to and including immediate termination.

## Outside Employment

If you are a full-time employee, we expect that you devote your full professional effort to your position at TEACH Public Schools. If you wish to participate in outside work activities you are required to obtain written approval from the Human Resources Department prior to starting those activities. Approval will be granted unless the activity conflicts with TEACH Public School's interests. In general, outside work activities are not allowed when they:

- Prevent you from performing work for which you are employed at TEACH Public Schools.
- Involve organizations that are doing or seek to do business with TEACH Public Schools including actual or potential vendors.
- Violate provisions of law or TEACH Public Schools policies or rules.
- When the employee is on a medical leave (FMLA/CFRA/PDL or any other medical leave).

Your obligations to TEACH Public Schools must be given priority. Full time employees are hired and continue employment with the understanding that TEACH Public Schools is their primary employer and that other employment, commercial involvement or volunteer activity that is in conflict with the business interests of the school is strictly prohibited.

This section is not intended, nor should it be interpreted, to in any way limit the ability of employees to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engaging in protected concerted activity that employees have the right to engage in under federal, state or local law.

## **EXPENSE REIMBURSEMENT POLICY**

The school reimburses employees for reasonably necessary business expenses incurred within the course and scope of employment. Employees who have incurred pre-authorized business expenses, including, but not limited to mileage, must submit receipts, invoices, or route information fully documenting the expense. Do not incur expenses without prior authorization via approved purchase order from the CFO/COO of TEACH Public Schools. Employees who have incurred business expenses should submit required receipts to the school business office within 30 days of incurring the expense.

TEACH Public Schools expects employees to act responsibly and professionally when incurring and submitting expenses. The organization will reimburse employees for reasonable expenses on

pre-approved business. This includes, for example, travel fares, accommodations, meals, tips, telephone and fax charges, and purchases made on behalf of the organization.

TEACH Public Schools does not pay for local travel to and from the office (regular commute). If employees use their vehicles for business travel, mileage will be reimbursed as per the IRS current mileage rates and for appropriate parking fees. TEACH Public Schools will not be responsible for fuel, maintenance, traffic or parking violations.

### General guidelines

- Original receipts are required for reimbursement of all expenses except for per diems.

These expenses include:

- Original boarding passes for airplane / train travel
- Credit card receipts
- Detailed merchant receipts

Receipts must be accompanied by a summary which outlines:

- The nature of the expense
- The name and titles of the individuals involved
- The purpose for the expense

Expense summaries must be submitted with receipts and approved by the CFO/COO.

All expenses and summaries must be submitted within 30 days to CFO/ COO for payment.

### Travel guidelines

Employees are required to fly coach class with the lowest available airfare for non-stop travel.

If a car rental is required, employees are requested to rent mid-sized or compact vehicles. Employees will be reimbursed for the fuel costs associated with renting a vehicle.

Employees will be reimbursed for reasonable hotel accommodations. Discounted room rates should be requested at the time of room booking.

For work-related trips, employees will be eligible for reimbursement of actual expenses up to a maximum of \$750 per day. Reimbursements will not be paid where other meal arrangements are provided. For example, a luncheon included with an event.

The following list includes examples of non-reimbursable expenses:

- Personal travel insurance
- Personal reading materials
- Childcare

- Toiletries, cosmetics, or grooming products
- Expenses incurred by spouses, children, or relatives
- In-room movies or video games
- Sporting activities, shows, etc.
- Alcohol with meals

Any questions related to the content of this policy or its interpretation should be directed to Director of Business Operations.

### Cell Phone Reimbursement

All School employees who are required to use their personal cell phones for work-related purposes are eligible for a reimbursement of \$35.00 - \$50.00 per month for a personal cell phone plan. This amount is intended to cover the proportion of the employee's personal cell phone plan which is used for work purposes. If an employee believes this amount is insufficient, the employee must provide the school with a copy of their most recent cell phone bill in the employee's name (either as the primary account holder or a user of the plan) as valid documentation that the employee has incurred an expense higher than the normal reimbursement. The school may periodically request follow-up documentation to verify that the employee is incurring the expense. If you believe you are entitled to an additional amount, please contact Human Resources.

## SECTION 12 – SAFETY

### SUBSTANCE AND ALCOHOL POLICY

It is the intent of TEACH Public Schools to promote a safe, healthy and productive work environment for all employees. The school recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations or School success.

For purposes of this policy, “illegal drugs” includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana, marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). “Drug paraphernalia” means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. “Under the influence” means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

The school complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia or alcohol during working hours, including meal and break periods, or in the presence of pupils;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol while attending a school function or event;
- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the school's premises;
- Refusing to submit to an inspection or testing when requested by administration;
- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the school's premises and/or attending a school function or event.
- Conviction under any criminal drug statute for a violation occurring in the workplace, including failure to notify the school in writing of employee's conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction; or
- Failure to keep all prescribed medicine in its original container.

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed marijuana) should not report to work. In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to the Human Resources Department. The Director of Human Resources will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students.

Employees taking physician-prescribed medication which will not impair their job performance may be required to present a statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform their specific job duties. This policy does not require or request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in their possession on the school premises any prescription medication other than medications currently prescribed by a physician for the employee.

TEACH Public Schools will not discriminate against employees for the use of cannabis/marijuana off the job and away from the worksite, nor will TEACH Public Schools take disciplinary action against employees for such use, so long it does not result in the employee being under the influence of marijuana while on the job (e.g., using marijuana off-duty and outside of work and then coming to work while still under the influence/impaired).

This policy will not be construed to prohibit the use of alcohol at social or business functions sponsored by the school where alcohol is served. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing the school.

The school may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. This may include desks, storage areas and rooms normally used to store employees' personal property. As a result, employees do not have an expectation of privacy in this regard.

Violation of this Drug and Alcohol Policy may result in disciplinary action, up to and including termination, at the school's sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Drug and Alcohol Policy is a condition of employment at the school. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, the school may report such illegal drug activities to an appropriate law enforcement agency.

The school may require a test by intoxicator, blood test, urinalysis, medical examination of those persons whom the school reasonably suspects of using, possessing, or being under the influence of a drug or alcohol or is acting in such manner that they may harm themselves or another employee during the work day.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. The school shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee or other employees was jeopardized. Periodic retesting may also be required following positive test results or after any violation of this policy or rehabilitation.

## SMOKING

All School buildings and facilities are non-smoking facilities. This includes nicotine and non-nicotine cigarettes including (herbal cigarettes) as well as cigars, pipes, e-cigarettes, vaping and marijuana. Smoking is prohibited within 20 feet of a school building and within 25 feet of a school playground, whichever is farther.

## SECURITY

All employees are responsible for helping to maintain a secure workplace. Be aware of persons loitering for no apparent reason. All staff is expected to question any unknown person seen in the workplace who does not have a visitor's pass. If you are leaving late at night or are in any other situation that presents security concerns or where you do not feel comfortable, please seek the assistance of other employees or call 911. Report any suspicious persons or activities to the Human Resources. Never attempt to force an individual to leave the workplace if s/he is uncooperative. Immediately contact your supervisor or school administrators for assistance or call 911. Secure your desk or work area at the end of the day or when called away from your work area for an extended length of time, and do not leave valuable and/or personal articles that may be accessible in or around your work area. Please report any problems with our security systems to the Human Resources Department

## PARKED VEHICLES

Employees are responsible for their own parked vehicles and the personal possessions within while parked on TEACH Public Schools property. Be cautious: keep school property and/or



personal possessions out of sight and lock your car. Insuring your vehicle and personal property against loss and damage is recommended for your protection.

## USE OF PERSONAL VEHICLE FOR SCHOOL BUSINESS

Personal vehicles used by employees to conduct TEACH Public Schools business must be insured by the employee's personal automobile insurer. TEACH Public School's liability insurance applies on a secondary basis if the underlying personal auto insurance is insufficient. In no event does TEACH Public School's automobile liability insurance coverage pay for damage to the employee's vehicle. Insuring your vehicle against collision damage is recommended for your protection.

## PERSONAL AUTOMOBILE

Employees who use their own automobiles for travel on authorized school business will be reimbursed for mileage at the rate established by the Internal Revenue Services. Employee must have prior supervisory approval for the use of personal vehicles and must carry, at their own expense, the minimum insurance coverage for property damage and public liability.

## PERSONAL PROPERTY

TEACH Public Schools cannot be responsible and will assume no liability for any loss or damage to employee personal property resulting from theft, fire, or any other cause on TEACH Public School's premises, including the parking area, or away from school property while on school business. TEACH Public Schools employees are prohibited from using personal property for work-related purposes unless approved in advance by the Human Resources Department.

## SAFETY POLICY

TEACH Public Schools is firmly committed to maintaining a safe and healthy working environment. All employees of the school are expected to be safety conscious on the job at all times. All unsafe conditions or hazards should be corrected immediately. Report all unsafe conditions or hazards to your supervisor or the Human Resources Department immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on School premises, or in a product, facility, piece of equipment, process or business practice for which the school is responsible, bring it to the attention of your supervisor or the Human Resources Department immediately. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately and immediately contact the Human Resources Department regarding the problem.

All workplace injuries and illnesses must be immediately reported to your supervisor and the Human Resources Department.

TEACH Public Schools has in place a written Injury and Illness Prevention Program and a Workplace Violence Prevention Plan as required by law. These documents are located in the main office for review.

## ERGONOMICS

TEACH Public Schools has invested in providing a work environment that is safe for all employees. To lessen the risk of ergonomic hazards, the school will make necessary adjustments to an individual's workstation, educate employees on ergonomic safety, and modify processes when deemed necessary to ensure the well-being and safety of our employees. You should report any ergonomic concerns to the Human Resources Department.

## CHEMICAL EXPOSURE WARNING

Employees should be aware that work areas might contain chemicals known to the State of California to cause cancer or to cause birth defects or other reproductive harm. If you have any questions or concerns about possible chemical exposure in your work area, contact the Human Resources Department. TEACH Public Schools uses chemicals in some of its operations. Employees should receive training and be familiar with the handling, use, storage and control measures relating to these substances if they will use or likely be exposed to them. Safety Data Sheets (SDS) are available for inspection. Employee must follow all labeling requirements.

## SECTION 13 – TERMINATION

### VOLUNTARY TERMINATION

TEACH Public Schools will consider an employee to have voluntarily terminated their employment if the employee does any of the following: (1) elects to resign from TEACH Public Schools; (2) fails to return from an approved leave of absence on the date specified without notifying the school for the need for continued leave including failure to communicate with the school; or (3) fails to report for work without notice to TEACH Public Schools for three consecutive work days. TEACH Public Schools requests that employees provide at least two weeks written notice of a voluntary termination. All TEACH Public Schools property must be returned immediately upon terminating employment. TEACH Public Schools retains the right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.

### INVOLUNTARY TERMINATION

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct or other violations of TEACH Public School's Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, pursuant to its at-will policy, TEACH Public Schools reserves the right to terminate any employee at any time, with or without advance notice and with or without cause.

### EXIT INTERVIEWS

All employees who leave employment at TEACH Public Schools will be asked to take part in an exit interview with the Human Resources Department to communicate their challenges and growth while employed at TEACH Public Schools. Information shared during an exit interview will be treated as confidential to the extent possible.

### VERIFICATION AND REFERENCE POLICY

All requests for employment verification, references or personal information verification or disclosures must be directed to the Human Resources Department. Only the Human Resources Department is authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees.

With respect to verification requests, TEACH Public Schools will disclose only the dates of employment and the title of the last position held. TEACH Public Schools will verify or disclose an employee's salary history only if the employee provides written authorization for TEACH Public Schools to provide the information. However, TEACH Public Schools will provide information about current or former employees as required by law or court order. TEACH Public

Schools will not provide any letters of reference for current or former employees. Please refer all questions about this policy to the Human Resources Department.

## EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

By my signature below, I acknowledge that I have received a copy of TEACH Public School's Employee Handbook, on the date indicated below and agree to my at-will employment as described below. I acknowledge that it is my responsibility to read and review the Employee Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Employee Handbook.

I also acknowledge that I have received a copy of TEACH Public School's Harassment, Discrimination and Retaliation Prevention Policy which is in the Employee Handbook. I understand and agree that it is my responsibility to read and familiarize myself with this policy and all the provisions of the Employee Handbook. I understand that TEACH Public Schools is committed to providing a work environment that is free from harassment, discrimination and retaliation. My signature below certifies that I understand that I must conform to and abide by the rules and requirements described in this policy.

I understand that the Employee Handbook contains important information regarding TEACH Public School's expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times. I understand that the Employee Handbook does not provide a binding contract, but provides guidelines for personnel concerning some of TEACH Public School's policies.

Just as I am free to terminate the employment relationship with TEACH Public Schools at any time, TEACH Public Schools, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason and with or without notice. Further, there is no agreement, express or implied, written or verbal, between the employee and TEACH Public Schools for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment. No one other than the Human Resources Department of TEACH Public Schools, with the approval of the Board of Directors, has the authority to alter my employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Human Resources Department. This is the entire agreement between TEACH Public Schools and me regarding this subject. All prior or contemporaneous inconsistent agreements are superseded. If I have an individually negotiated written employment agreement with TEACH Public Schools, then the terms and conditions of that agreement will prevail to the extent it differs from the policies in this Handbook.

TEACH Public Schools reserves the right to modify, alter, add to or delete any of the policies, guidelines or benefits contained in this handbook at any time with or without notice.

Other than TEACH Public Schools Board of Directors, no other entity or person has the authority to modify this employee handbook.

Employee Name (print) \_\_\_\_\_

Employee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Addenda Form A; Non-Exempt Employee Meal Period Waiver Agreement**  
**TEACH Public Schools**

**NON-EXEMPT EMPLOYEE MEAL PERIOD WAIVER AGREEMENT**

**Waiver of First Meal Period** (Applicable only when workday is 6 hours or less)

- I understand that I am entitled to and acknowledge that TEACH Public Schools provides me with an uninterrupted, unpaid thirty-minute meal period whenever I work more than five hours in a workday. I also understand that my first meal period must start before the end of my fifth hour of work (i.e., 5 hours and 0 minutes on the clock).
- I wish to voluntarily waive my right to a thirty-minute meal period when my workday will be completed in six hours or less.
- I understand that I may revoke this agreement to waive my first thirty-minute meal period at any time, in writing, by providing written notice of revocation to the Human Resources Department. As a result, I understand this waiver will remain in effect each workday unless and until I provide a written notice to the Human Resources Department revoking this waiver.

**Acknowledging the above, I hereby voluntarily waive my right to a thirty-minute meal period whenever my workday will be completed in six hours or less. If I wish revoke this waiver, I will notify Human Resources Department immediately.**

**Second Meal Period** (Applicable only when workday is more than 10 hours but not greater than 12 hours)

- I understand that I am entitled to and acknowledge that TEACH Public Schools provides me with a second, uninterrupted, unpaid thirty-minute meal period whenever I work more than ten hours in a workday. I also understand that my second meal period must start before the end of my tenth hour of work (i.e., 10 hours and 0 minutes on the clock).
- I wish to voluntarily waive my right to a second meal period when my workday will be completed in twelve hours or less, provided that I did not waive my first meal period on the same workday.
- I understand that I may revoke this agreement to waive my second meal period at any time, in writing, by providing written notice of revocation to Human Resources Department. As a result, I understand this waiver will remain in effect each workday unless and until I provide a written notice to the Human Resources Department revoking this waiver.

**Acknowledging the above, I hereby voluntarily waive my right to a second meal period whenever my workday will be completed in twelve hours or less and I did not waive my first meal period on the same workday. If I wish revoke this waiver, I will notify the Human Resources Department immediately.**

\_\_\_\_\_  
Employee's Printed Name

\_\_\_\_\_

Employee's Signature

Date



**Addenda Form B; Non-Exempt Employee Meal and Rest Period Reporting Form**

**TEACH Public Schools**

**NON-EXEMPT EMPLOYEE**

**MEAL AND REST PERIOD REPORTING FORM**

**(ONE FORM FOR EACH APPLICABLE DAY)**

Employee Name (Please Print): \_\_\_\_\_

Date: \_\_\_\_\_

Date/Time Issue Occurred: \_\_\_\_\_

Position: \_\_\_\_\_

**Reported Issue(s)/Reason: (CHECK ALL THAT APPLY AND PROVIDE THE CORRESPONDING REASON FOR THE LATE, SHORT OR MISSED MEAL PERIOD AND/OR MISSED REST PERIOD)**

**Meal Periods**

- Missed Meal Period
- Late Meal Period
- Interrupted Meal Period
- Short Meal Period

**Reason for Missed, Late, Interrupted or Short Meal Period**

- |                                    |                                      |                                |
|------------------------------------|--------------------------------------|--------------------------------|
| <input type="checkbox"/> Voluntary | <input type="checkbox"/> Involuntary | <input type="checkbox"/> Other |
| <input type="checkbox"/> Voluntary | <input type="checkbox"/> Involuntary | <input type="checkbox"/> Other |
| <input type="checkbox"/> Voluntary | <input type="checkbox"/> Involuntary | <input type="checkbox"/> Other |
| <input type="checkbox"/> Voluntary | <input type="checkbox"/> Involuntary | <input type="checkbox"/> Other |

**Rest Periods**

- |   |                                    |                                      |                                |
|---|------------------------------------|--------------------------------------|--------------------------------|
| <input type="checkbox"/> Missed Rest Period | <input type="checkbox"/> Voluntary | <input type="checkbox"/> Involuntary | <input type="checkbox"/> Other |
|---|------------------------------------|--------------------------------------|--------------------------------|

Circle/Select Applicable Missed Rest Period: 1 2 3 4

**\*\*Voluntary:** It was my own choice to refuse an authorized meal or rest period.  
**Involuntary:** Through no choice of my own, I was not able to take a complete and proper meal or rest period.

Please provide details of what happened below regarding your meal period and/or rest period:

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**I understand that I am entitled to an uninterrupted, thirty-minute meal period whenever I work more than five hours in a workday and that my meal period must begin before the end of the fifth hour of work (unless, for workdays of six hours or less, I voluntarily waived my meal period). I understand that I am entitled to a second, uninterrupted thirty-minute meal period whenever I work more than ten hours in a workday and that my second meal period must begin before the end of the tenth hour of work. I also understand that I am authorized, permitted, and strongly encouraged to take a 10-minute (net) paid rest period for every 4 hours worked or major fraction thereof. If I voluntarily miss a meal or rest period or voluntarily experience a late, short, or interrupted meal period (e.g., it was my own choice to refuse an authorized meal or rest period), I understand that I am not entitled to one hour of premium pay for that meal or rest period. If I involuntarily miss a meal or rest period or involuntarily experience a late, short, or interrupted meal period (e.g., I wasn't allowed to take a proper meal or rest period), I understand that I am entitled to one hour of premium pay for that meal or rest period.**

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**FORM MUST BE SUBMITTED IMMEDIATELY AFTER THE APPLICABLE MEAL OR REST PERIOD OCCURS TO THE HUMAN RESOURCES DEPARTMENT.**

# Coversheet

## Consider and Approve the Updated Job Descriptions for Federally Funded Positions

**Section:** III. Items for Potential Action  
**Item:** E. Consider and Approve the Updated Job Descriptions for Federally Funded Positions  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) COORDINATOR.pdf  
ELOP PARENT COORDINATOR.pdf  
Title I AP .pdf  
Title I Instructional Aide.pdf  
TITLE III INSTRUCTIONAL AIDE Job description.pdf  
Title 1 Job Description TEACH IT Support Tech 2024.pdf



## COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) COORDINATOR

### ABOUT TEACH PUBLIC SCHOOLS

TEACH Public Schools is a growing non-profit Charter School Management Organization designed to significantly increase college entrance and graduation rates for underserved students in Los Angeles. Our mission is to create a high quality, innovative teaching and learning environment that focuses on literacy; integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students. Currently, TEACH Public Schools operates 3 tuition-free, open-enrollment public charter schools in the South Los Angeles area.

### POSITION DESCRIPTION & OPPORTUNITY

ESSENTIAL DUTIES AND RESPONSIBILITIES, LISTED BUT NOT LIMITED, BELOW:

#### Position Overview:

The CSI Coordinator will play a critical role in leading a detailed needs assessment and root cause analysis to identify key factors impacting school performance. This position is designed to develop and implement strategic interventions that align with the Local Control and Accountability Plan (LCAP) objectives. The Coordinator will work closely with teachers, students, and other stakeholders to ensure the sustainability of initiatives beyond the grant period. This position reports directly to the school principal and is contingent upon grant funding for a period of one year.

#### Key Responsibilities:

- **Needs Assessment and Analysis:** Conduct comprehensive assessments to identify areas for improvement in student achievement and school performance.
- **Data Management and Reporting:** Collect, analyze, and manage educational data. Use insights from data to drive decision-making and report on progress to stakeholders.
- **Direct Engagement with Teachers and Students:**
  - Facilitate professional development and training for teachers to adopt new strategies and tools.
  - Organize student feedback sessions to integrate student voice into program development and assessment.
- **Program Sustainability:**
  - Develop and document standard operating procedures and training materials for ongoing use of implemented strategies.
  - Mentor school staff to build internal capacity for continued program management.
  - Seek additional funding and develop community partnerships to support ongoing initiatives.
- **Stakeholder Collaboration:** Engage regularly with all school stakeholders to ensure broad support and alignment of school improvement strategies with community needs and expectations.
- **Resource Evaluation and Optimization:** Identify resource gaps and develop strategies to use existing resources more effectively to support targeted interventions.

### QUALIFICATIONS & COMPENSATION

### **Required Qualifications:**

- Bachelor's degree in Education, Administration, Data Science, or a related field.
- Minimum of three years of experience in educational settings with a focus on program evaluation, strategic planning, and stakeholder engagement.
- Demonstrated capability in data analysis and educational program development.
- Strong leadership and communication skills, capable of fostering collaboration and driving change.

### **Preferred Qualifications:**

- Master's degree in a relevant field.
- Experience in grant management or working within grant-funded projects.
- Knowledge of LCAP requirements and educational policy.

### **Compensation:**

- Competitive salary based on experience.
- Comprehensive benefits package including health, dental, and vision insurance.
- Retirement plan options and stipends for additional responsibilities.

### **How to Apply:**

Interested candidates should submit a resume, cover letter, and two professional references detailing how their experiences align with the key responsibilities and qualifications of this role. Applications should be sent to [hr@teachps.org](mailto:hr@teachps.org).

DISCLAIMER: This job description indicates, in general, the nature and levels of work, knowledge, skills, abilities and other essential functions (as covered under the Americans with Disabilities Act) expected of an incumbent. It is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities required of an incumbent. An incumbent may be asked to perform other duties as required. Management reserves the rights to add, modify, change or rescind the work assignments of different positions and to make reasonable accommodations so that qualified employees can perform the essential functions of the job. Nothing in this position description changes the at-will employment relationship existing between the Institution and its employees.



## ELOP PARENT COORDINATOR

### ABOUT TEACH PUBLIC SCHOOLS

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### POSITION DESCRIPTION & OPPORTUNITY

ESSENTIAL DUTIES AND RESPONSIBILITIES, LISTED BUT NOT LIMITED, BELOW:

#### Position Overview:

The ELOP Parent Coordinator will play an integral role in enhancing the engagement and involvement of parents and students in the Expanded Learning Opportunities Program (ELO-P). This position is designed to facilitate communication, strengthen community ties, ensure active participation in educational and extracurricular opportunities, and improve student attendance at school and in after-school programs. The Coordinator will serve as the primary link between the school, students, and their families, focusing on recruitment, retention, and consistent attendance.

#### Key Responsibilities:

- **Parent and Student Engagement:** Develop and implement strategies to increase parent and student participation in school activities and ELO-P programs. Organize parent workshops, student orientation sessions, and events that promote involvement, retention, and consistent attendance.
- **Communication:** Serve as the primary contact for parents and students regarding ELO-P activities. Regularly update stakeholders on program details, student progress, and opportunities for involvement via newsletters, social media, and direct communication.
- **Recruitment, Retention, and Attendance:** Design and execute recruitment campaigns to attract new students and retain existing ones. Develop specific strategies aimed at improving regular attendance in school, including independent study, summer school, tutoring and after-school programs.
- **Feedback and Collaboration:** Collect feedback from parents and students on their needs and expectations from the ELO-P. Work closely with school staff to integrate this feedback into program planning and execution.
- **Resource Coordination:** Coordinate with community organizations and resources to support parent and student engagement, involvement, and attendance. Organize and manage events that connect families and students with these resources.
- **Training and Support:** Provide training and support to parents and students to enhance their ability to participate fully in school activities and maintain regular attendance.

- **Reporting and Documentation:** Maintain detailed records of parent and student interactions, engagement levels, and the effectiveness of recruitment, retention, and attendance initiatives. Prepare reports for school administration and grant providers.

## QUALIFICATIONS & COMPENSATION

### Required Qualifications:

- Bachelor's degree in Education, Social Work, Communication, or a related field.
- Experience in parent coordination, community engagement, or student services, preferably in an educational setting.
- Strong interpersonal and communication skills, with an ability to engage diverse parent and student groups.
- Proficiency in using digital communication tools to reach and engage community members.

### Preferred Qualifications:

- Bilingual abilities, particularly in languages spoken widely within the school community.
- Experience managing or coordinating federally funded programs.
- Demonstrated ability to organize large events, workshops, and campaigns.

### Compensation:

- Competitive salary based on experience.
- Comprehensive benefits package including health, dental, and vision insurance.
- Retirement plan options.

### How to Apply:

Interested candidates should submit a resume, cover letter, and two professional references detailing how their experiences align with the key responsibilities and qualifications of this role. Applications should be sent to [hr@teachps.org](mailto:hr@teachps.org).

DISCLAIMER: This job description indicates, in general, the nature and levels of work, knowledge, skills, abilities and other essential functions (as covered under the Americans with Disabilities Act) expected of an incumbent. It is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities required of an incumbent. An incumbent may be asked to perform other duties as required. Management reserves the rights to add, modify, change or rescind the work assignments of different positions and to make reasonable accommodations so that qualified employees can perform the essential functions of the job. Nothing in this position description changes the at-will employment relationship existing between the Institution and its employees.



## TITLE I ASSISTANT PRINCIPAL

### ABOUT TEACH PUBLIC SCHOOLS

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### POSITION DESCRIPTION & OPPORTUNITY

ESSENTIAL DUTIES AND RESPONSIBILITIES, LISTED BUT NOT LIMITED, BELOW:

**Job Overview:** The Title I Assistant Principal is responsible for enhancing the educational environment and academic performance of students qualifying for Title I support. This role includes managing Title I programs, ensuring compliance with federal and state regulations, and collaborating with teachers, staff, and parents to maximize student success.

#### Key Responsibilities:

#### 1. Program Management and Compliance:

- Oversee the implementation and administration of Title I programs and services.
- Ensure that all Title I programs comply with federal, state, and local regulations.
- Monitor the allocation and expenditure of Title I funds, maintaining accurate records and documentation.
- Develop and implement policies and practices that promote equity and access to high-quality education for Title I students.

#### 2. Leadership and Staff Development:

- Provide leadership and guidance to teachers and staff involved in Title I programs.
- Organize professional development activities focused on improving teaching strategies and student outcomes in Title I.
- Evaluate staff performance, providing feedback and coaching to improve instructional practices.

#### 3. Student Achievement:

- Monitor and evaluate the academic progress of Title I students through data analysis and regular assessments.
- Implement intervention strategies and programs to address the needs of students at risk of not meeting state and federal achievement standards.
- Collaborate with teachers to modify curricula and teaching methods to meet the diverse learning needs of students.

#### 4. Family and Community Engagement:

- Strengthen partnerships with parents and the community to support student achievement and school improvement.
- Organize meetings and workshops for parents to inform them about the Title I program and involve them in school activities.
- Advocate for the needs and rights of Title I students within the broader educational community.

#### 5. **Administrative Duties:**

- Assist in the overall administration of the school, including the development of the School Improvement Plan.
- Participate in decision-making, strategic planning, and process improvement initiatives.
- Ensure a safe, respectful, and inclusive school environment.

## QUALIFICATIONS & COMPENSATION

### Qualifications:

- **Required:** Bachelor's degree in Education, Administration, or a related field.
- **Preferred:** Master's degree in the same fields.
- Administrative credential as mandated by state educational regulations.
- Minimum of 3 years of experience in educational leadership, preferably in a Title I setting.
- Demonstrated knowledge of and experience with federal Title I programs and their compliance requirements.
- Strong leadership skills and the ability to drive educational excellence and equity.
- Excellent communication and interpersonal skills, with the ability to engage effectively with diverse community groups.
- Proficient in data analysis and using data to inform instructional decisions and practices.

**Application Process:** Interested candidates should submit a cover letter, resume, and three professional references to the HR department of TEACH Academy of Technologies. Applications will be accepted until the position is filled.

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## TITLE I INSTRUCTIONAL AIDE

### ABOUT TEACH PUBLIC SCHOOLS

TEACH Public Schools is a growing non-profit Charter School Management Organization designed to significantly increase college entrance and graduation rates for underserved students in Los Angeles. Our mission is to create a high quality, innovative teaching and learning environment that focuses on literacy; integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students. Currently, TEACH Public Schools operates 3 tuition-free, open-enrollment public charter schools in the South Los Angeles area.

### POSITION DESCRIPTION & OPPORTUNITY

ESSENTIAL DUTIES AND RESPONSIBILITIES, LISTED BUT NOT LIMITED, BELOW:

**Job Overview:** The Title I Instructional Aide supports the delivery of educational services to students who are eligible for Title I support, working under the supervision of the Title I Coordinator and classroom teachers. This role involves assisting in the implementation of curriculum, enhancing student learning, and helping to manage classroom dynamics to provide a supportive learning environment.

#### Key Responsibilities:

##### 1. Instructional Support:

- Assist in the preparation and delivery of daily lesson plans and instructional materials.
- Work directly with students, individually or in small groups, to reinforce learning concepts, help complete assignments, and improve academic performance.
- Support the integration of technology in learning activities and help students use educational software and devices.

##### 2. Classroom Management:

- Help maintain a structured and clean classroom environment that is conducive to student learning.
- Assist in managing student behavior in the classroom by enforcing school rules and behavioral standards.
- Support teachers in documenting student progress and challenges.

##### 3. Student Engagement:

- Encourage student participation and engagement in all activities.
- Identify students who require additional support and collaborate with teachers to provide the necessary assistance.
- Facilitate activities that promote peer interactions and inclusive educational practices.

##### 4. Administrative Assistance:

- Help with the organization and management of classroom resources and materials.
- Assist in the collection and recording of data on student performance and attendance.

- Participate in faculty and parent meetings as required.

#### 5. **Professional Development:**

- Participate in professional development and training related to Title I programs, instructional strategies, and classroom management.
- Continuously seek to enhance skills and knowledge to provide the best educational support to Title I students.

## QUALIFICATIONS & COMPENSATION

### Qualifications:

- **Required:** High school diploma or equivalent.
- **Preferred:** Associate's degree or higher in Education, Child Development, or a related field.
- Experience working with children in an educational setting, preferably in a Title I program.
- Strong interpersonal and communication skills, capable of effectively engaging with students, staff, and parents.
- Adept at using technology and educational software tools.
- Ability to work collaboratively in a diverse team environment.

**Application Process:** Interested candidates should submit a cover letter, resume, and three professional references to the HR department of TEACH Academy of Technologies. Applications will be accepted until the position is filled.

DISCLAIMER: This job description indicates, in general, the nature and levels of work, knowledge, skills, abilities and other essential functions (as covered under the Americans with Disabilities Act) expected of an incumbent. It is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities required of an incumbent. An incumbent may be asked to perform other duties as required. Management reserves the rights to add, modify, change or rescind the work assignments of different positions and to make reasonable accommodations so that qualified employees can perform the essential functions of the job. Nothing in this position description changes the at-will employment relationship existing between the Institution and its employees.



## TITLE III INSTRUCTIONAL AIDE

### ABOUT TEACH PUBLIC SCHOOLS

TEACH Public Schools is a growing non-profit Charter School Management Organization designed to significantly increase college entrance and graduation rates for underserved students in Los Angeles. Our mission is to create a high quality, innovative teaching and learning environment that focuses on literacy; integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students. Currently, TEACH Public Schools operates 3 tuition-free, open-enrollment public charter schools in the South Los Angeles area.

### POSITION DESCRIPTION & OPPORTUNITY

ESSENTIAL DUTIES AND RESPONSIBILITIES, LISTED BUT NOT LIMITED, BELOW:

**Job Overview:** The Title III Instructional Aide is dedicated to supporting the educational and linguistic development of English learners and immigrant students. This role assists in implementing instructional programs and activities designed to promote language acquisition and academic success, under the supervision of the ESL Coordinator and classroom teachers.

#### Key Responsibilities:

##### 1. Instructional Support:

- Assist in delivering language instruction educational programs that cater specifically to the needs of English learners and immigrant students.
- Support classroom teachers in providing language enrichment activities and adapting lessons to meet the needs of English learners.
- Help prepare instructional materials that facilitate language development and content understanding.

##### 2. Student Engagement:

- Work directly with students in small groups or individually to reinforce language learning and assist with classroom assignments.
- Encourage students to practice language skills and participate actively in all classroom activities.

##### 3. Parent and Community Engagement:

- Assist in organizing and conducting parent involvement activities such as workshops that inform parents about how they can support their children's education and language acquisition.
- Facilitate communication between the school and non-English-speaking parents.

##### 4. Assessment Support:

- Help administer and monitor English language proficiency assessments under the guidance of licensed staff.
- Assist in collecting and organizing data related to students' language development for program evaluation.

**5. Professional Development:**

- Participate in training and professional development opportunities relevant to teaching English learners and understanding cultural diversity.
- Apply new skills and strategies learned through professional development in daily interactions with students.

**QUALIFICATIONS & COMPENSATION****Qualifications:**

- **Required:** High school diploma or equivalent.
- **Preferred:** Associate's degree or higher, preferably in Education, Linguistics, or a related field.
- Experience working with children, particularly in a multilingual or multicultural setting.
- Effective communication skills in English; proficiency in another language commonly spoken by the student population is highly desirable.
- Knowledge of or experience in programs designed to support English language development.
- Strong interpersonal skills, with a proven ability to work collaboratively in a diverse environment.

**Application Process:** Interested candidates should submit a cover letter, resume, and three professional references to the HR department of TEACH Academy of Technologies. Applications will be accepted until the position is filled.

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## JOB DESCRIPTION: TITLE 1 IT SUPPORT TECHNICIAN

### ABOUT TEACH PUBLIC SCHOOLS

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### POSITION DESCRIPTION

This role is a 12-month salaried position that operates under the direct supervision of the School Principal and with the support of the Director of Operations, Data & IT. It entails the responsibility of providing technical support for all IT systems and technologies to facilitate instructional student services and administrative programs across TEACH and its affiliated schools, particularly to support the educational achievement of underserved students. Specifically, the IT Support Technician is tasked with the installation, maintenance, and repair of computer equipment, peripherals, software, and networks at school facilities within TEACH Public Schools. Additionally, this position involves providing support to the TEACH Home Office and its associated schools

### ESSENTIAL DUTIES AND RESPONSIBILITIES, LISTED BUT NOT LIMITED BELOW:

- Serve as a member of the IT Team, contributing technical support expertise to shape the overall vision and strategy of the IT Department.
- Provide technical support to users for hardware, software, and network-related issues.
- Install, configure, troubleshoot, maintain, and upgrade hardware and software for computers (Windows, Chromebooks & Mac), portable devices (iPads), and networks (Windows).
- Set up email users and groups in Active Directory as well as in Google Admin Console.
- Create new user accounts and profiles and resolve password issues for staff and students in the Student Information System, Clever, GoGuardian, etc., and any other platform connected to our TEACH Google Account or Student Information System.
- Troubleshoot and maintain printers, projectors, document cameras, IP phones, and copier equipment.
- Provide online support and assistance using various communication methods, including Help Desk support and remote control of user systems.
- Respond promptly to technical support requests in TEACH's OfficeBooks online work order system and document support provided.
- Maintain records and prepare reports on equipment inventory, maintenance, installations, warranties, and system defects.
- Regularly maintain and share equipment inventory with the Director of Operations and School Leaders.
- Track the status of required repairs and maintenance.
- Diagnose and assist in troubleshooting LAN and WAN network problems.
- Ensure the daily operation of all TEACH campus internet/networks for student learning and testing, including wireless networking and connectivity troubleshooting in collaboration with our Internet Service Provider to minimize disruptions.
- Set up new user and equipment deployments, including providing and installing required software as prescribed by TEACH Public Schools.
- Connect and set up computer hardware as well as network equipment.

- Coordinate activities where IT resources are needed and provide technical assistance to school personnel.
- Document technical and network-related problems.
- Prepare hardware, software, and procedural documentation.
- Educate staff on technology usage through regularly scheduled professional development.
- Participate in discussions involving vendors, suppliers, and TEACH personnel on parts, equipment, program operations, and new technology.
- Stay updated on technological advances in computers, peripheral equipment, software, operating systems, and networks.
- Collaborate with the Director of Operations to ensure proper maintenance of hardware, software, and other technical equipment.
- Follow the designated work schedule to provide equal access to school sites.
- Cross-train with other technicians.
- Perform other assigned job duties.
- 

## QUALIFICATIONS

### *Education and Experience:*

- *A high school diploma required*
- *Associate's Degree in computer science, information systems, or related field preferred*
- *1-3 years of experience in maintaining, installing, configuring, and upgrading computer hardware, software, and local area network operating systems*
- *CompTIA A+ Certification preferred*

### *Skills, Beliefs, and Mindset:*

- *Proficient in Microsoft Office (Word, Excel, PowerPoint), Mac OS, iOS, Windows OS, MacBook's, iPads, and PC laptops.*
- *Capable of lifting and moving equipment up to 50 lbs, sitting for extended periods, and communicating verbally in busy and noisy environments.*
- *Excellent interpersonal skills with a demonstrated ability to build trusting relationships with teachers and school site administrators.*
- *Able to prioritize and manage multiple projects simultaneously while meeting customer expectations.*
- *Strong customer service orientation with a timely response to customer needs.*
- *Proficient knowledge of computer hardware and software systems and program installation.*
- *Skilled in installing both hardware and software.*
- *Possesses analytical and problem-solving skills.*
- *Strong oral and writing skills.*
- *Quick learner.*
- *Flexible and adaptable to constantly changing environments.*
- *Passionate about improving urban public education and willing to make a long-term commitment to K-12 education.*

DISCLAIMER: This job description indicates, in general, the nature and levels of work, knowledge, skills, abilities and other essential functions (as covered under the Americans with Disabilities Act) expected of an incumbent. It is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities required of an incumbent. An incumbent may be asked to perform other duties as required. Management reserves the rights to add, modify, change or rescind the work assignments of different positions and to make reasonable accommodations so that qualified employees can perform the essential functions of the job. Nothing in this position description changes the at-will employment relationship existing between the Institution and its employees.

# Coversheet

## Consider Purchase of Edmentum Program For High School Chemistry Course

**Section:** III. Items for Potential Action  
**Item:** F. Consider Purchase of Edmentum Program For High School Chemistry Course  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Q-647744 - 7\_25\_2024.pdf



Date: 07/25/2024  
 Order Number: Q-647744  
 Revision: 1  
 Order Form Expiration Date: 07/31/2024

ORDER FORM

Orders Under \$25,000.00 may pay by Credit Card:  
 Call 214.294.9901 or e-mail [creditcardprocessing@edmentum.com](mailto:creditcardprocessing@edmentum.com)

Customer and Billing Address

Customer No.: 628884  
 Customer Name: Teach Public Schools  
 Billing Address: 10600 S. Western Ave  
 Los Angeles, CA 90047

Products and Services

Fall Semester EVL + EOA

Products	Qty	License Start Date	License End Date	License Term (Months)	Extended Price
EdOptions Academy Enhanced Virtual Instruction - 4 Days per week, up to 18 weeks	5	08/12/2024	12/16/2024	4	\$32,000.00
EdOptions Academy Services	1	08/12/2024	12/20/2024	4	\$0.00
EdOptions Academy Standard	100	08/12/2024	12/20/2024	4	\$25,000.00

Fall Semester EVL + EOA Subtotal:

Total US Funds:

This Order shall have an effective date ("Effective Date") which is the earlier of (a) the date we accept your signed Order Form or (b) the earliest of the License Start Dates applicable to the products listed above

To the extent the products listed above include "EdOptions Academy" and "ALVS" enrollment products, they are governed by the terms and conditions listed in Appendix A. For all other products, unless otherwise specified in the products table of this Order Form above, the Start Date for your software subscription license(s) will be the date on which we have accepted your order and have issued log-in credentials. In the case of a purchase for multiple successive subscription licenses, the Start Date for each successive subscription will be the day immediately following the License Term expiration of the preceding license subscription.

Taxes

Prices shown above do not include any state and local taxes that may apply. Any such taxes are the responsibility of the Customer and will appear on the final invoice. If the contracting entity is exempt from sales tax, please send the applicable tax exemption certificate to [orders@edmentum.com](mailto:orders@edmentum.com) or attach the certificate to this order form in the Signature section.

Invoicing and Payment Terms

The full amount of Your Order will be invoiced when accepted by Us. Payment is due 15 days after invoice date.

Terms and Conditions

Edmentum | P.O. Box 776725 | Chicago, IL 60677-6725 | [www.edmentum.com](http://www.edmentum.com)







Date: 07/25/2024  
 Order Number: Q-647744  
 Revision: 1  
 Order Form Expiration Date: 07/31/2024

**ORDER FORM**

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For the purposes of this Order Form, "you" and "your" refer to Customer, and "we", "us" and "our" refer to Edmentum Inc. and affiliates. This Order Form and any documents it incorporates (including the Standard Purchase and License Terms located at <http://www.edmentum.com/standardterms> and the documents it references) form the entire agreement between you and us ("Agreement"). You acknowledge that any terms and conditions in your purchase order or any other documents you provide that enhance our obligations or restrictions or contradict the Agreement do not have force and effect.

**Purchase Order**

You acknowledge that this Agreement is non-cancellable and you will submit a purchase order for the full amount of this Order Form. Your order will not be scheduled for delivery until you have submitted a purchase order referencing and conforming to this Order Form.

**Acceptance**

This offer will expire on the Order Form Expiration Date noted above unless we earlier withdraw or extend the offer in writing.

I represent that I have read the terms and conditions included in this Agreement, that I am authorized to accept this offer and the Agreement's terms and conditions on behalf of the customer identified above and that I do accept this offer on behalf of the customer who agrees to adhere to the Agreement's terms and conditions. To the extent that either parties process does not require that I execute this Order Form, I accept, acknowledge and agree to the terms and conditions identified in and referenced in this Agreement as signified by my receipt, use or access of the products and/or services identified.

**Invoice Contact Information – Please Provide Your Finance Dept Contact Information**

First Name:

Last Name:

Email Address:

**Customer Signature**

Name (Printed or Typed)

Title

Date

**Appendix A: EdOptions Academy/ALVS Products**

All courses and programs included in the table below will be available for enrollment at the indicated price.

Products	Price
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Edmentum | P.O. Box 776725 | Chicago, IL 60677-6725 | [www.edmentum.com](http://www.edmentum.com)





Date: 07/25/2024  
 Order Number: Q-647744  
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 Order Form Expiration Date: 07/31/2024

## ORDER FORM

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 Call 214.294.9901 or e-mail creditcardprocessing@edmentum.com

EdOptions Academy 18 Week Core Courses	\$295.00
EdOptions Academy 18 Week CTE and Elective Courses	\$295.00
EdOptions Academy 18 Week Health and Fitness Courses	\$295.00
EdOptions Academy 18 Week Advanced Courses	\$325.00
EdOptions Academy 18 Week World Language Courses	\$325.00
EdOptions Academy 18 Week Advanced World Language Courses	\$325.00
EdOptions Academy 18 Week Success Coach Advisory Course	\$325.00
EdOptions Academy Extension Fee	\$50.00
EdOptions Academy 9 Week Semester Courses	\$200.00
EdOptions Academy 9 Week Course Extension Fee	\$25.00
EdOptions Academy Test Prep Courses	\$295.00
EdOptions Academy Remediation Courses	\$295.00

### Terms and Conditions for Academy/ALVS Products

Applicable to the purchase of Enrollment Products:

Charges for all Enrollment Products purchased during the Term will be incurred at the prices listed in Appendix A. After your Prepayment Balance has been exhausted, charges for the purchase of Enrollment Products during the Term shall continue to be incurred at the prices listed in Appendix A.

Notwithstanding anything herein to the contrary, Prepayment Balances shall expire after 12 months of enrollment inactivity, measured from the Last Active Enrollment Date.

During the Term, Enrollment Funds may be applied to the purchase, pursuant to this Order, of any Enrollment Product.

For student enrollments during the Term in a specified Enrollment Product for which Prior Order Enrollment Funds have not been exhausted, charges for the purchase of the specified Enrollment Product shall be first drawn down from the Prior Order Enrollment Fund before charges are incurred at the prices listed in Appendix A.

#### Definitions:

“Enrollment Funds” means payment received for EdOptions Academy Standard Product and Enrollment Products that have not yet been drawn down by Enrollment Product purchases made pursuant to an order.

“Enrollment Products” means those products made available for purchase listed in Appendix A of an order and additional products designated by Edmentum; inquiries regarding such additional products not listed in Appendix A may be submitted to your Edmentum representative.

“License Start Date” means, if not specified in the License Start Date table above or otherwise herein, with respect to each Enrollment Product, the first date any of your students enroll in that Enrollment Product during the Term. If you have Enrollment Funds available from a Prior Order for the same Enrollment Product, the License Start Date for the same Enrollment Product purchased pursuant to this Order shall be the date on which Enrollment Funds from the Prior Order have been exhausted.

“License End Date” if not specified in the table above, means 12 months from the License Start Date.

“Last Active Enrollment” means the most recent enrollment in an Enrollment Product purchased during the Term.

“Last Active Enrollment Date” means the date governed by the Grace Period (described in Appendix A) applicable to the Last Active Enrollment.

“Prepayment Balance” means payments made pursuant to this Order that have not yet been drawn down by Enrollment Product purchases made pursuant to this Order.

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Date: 07/25/2024  
 Order Number: Q-647744  
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## ORDER FORM

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 Call 214.294.9901 or e-mail [creditcardprocessing@edmentum.com](mailto:creditcardprocessing@edmentum.com)

"Prior Order" means an active order for Enrollment Products having an effective date pre-dating this Order's Effective Date.

"Term" means the 12-month period following the Effective Date. If, as of the Term end date we maintain a Prepayment Balance, the Term shall be extended through the 12th month following the Last Active Enrollment Date or the date your Prepayment Balance has been exhausted, whichever is earlier.

Prices identified above do not include taxes and any taxes imposed on your purchases shall be invoiced and payable by you. To the extent that you have not provided a Subsequent Purchase Order to cover your Purchases, upon our request, you will promptly issue a subsequent Purchase Order in the amount we identify to cover such Purchases. You agree to pay all invoices within 15 days of receipt. Although we will generally not invoice you until after you enroll, use, or access, we reserve the right to immediately invoice you for any services you purchase.

For Enrollment Products purchased pursuant to this Order Form, we provide a no charge "Grace Period" per product ("Grace Period"):

Enrollment Product or Instructional Coaching = 14 days  
 Yearly Enrollment Product = 30 days  
 Monthly Enrollment Product = 3 days

College Pathways School Year, if purchased, notwithstanding the License Start Date and License End Date definitions above, allows the student access to the College Pathways product for a set 12-month school year with a start date of 8/1 and end date of 7/31.

Active Yearly per Student if purchased, notwithstanding the License Start Date and License End Date definitions above, allows the student access for a 12-month period following initial enrollment date.

Enrollment extensions are available: 2 Weeks - \$25. 4 Weeks - \$50.

### Roles and Responsibilities:

#### **Our Responsibilities**

We will administer the program with the support of your staff.

We will be responsible for the following:

- Provide the licensed courses to students using the program.
- Provide qualified teachers for each course (valid for Calvert Digital only if Instructional Support option for Calvert is utilized per Appendix A).
- Provide training through webinar(s) for individuals selected by you to facilitate the program, in accordance with the services you have purchased.
- Provide an online registration and course enrollment process.
- Provide online access to student progress on an ongoing basis to appropriate personnel that you identify.
- Provide access to the online courses that you've licensed 24 hours 7 days a week for student and organization use, subject to normal downtime for updates and maintenance.
- Provide reporting on student progress throughout each course and program.
- Access to learning management system and/or student information system which gives access to student info, student's official gradebook, and communications concerning student.
- Printable access to an enrolled student's copy of unofficial transcript.

#### Customer Responsibilities

You will work with us to design and implement a program that meets the educational needs of the students selected to participate in the program.

You will be responsible for the following:

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Date: 07/25/2024  
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- Designate one person who will be the program administrator. This person will be responsible for coordinating the operation of the program with our staff.
- Arrange for our training to your staff involved in the program. The training will be provided through virtual sessions.
- Submit enrollments using Edmentum's secure student information system. Determine what course(s) students will take and assist administrators in accurately inputting required information.
- Ensure that students participating in this program have regular access to the internet.
- Promptly notify us in the event that you become aware of a change in a policy, law or regulation that impacts the operation of the program or the policies in place governing a student's participation in the program.
- Promptly contact us if a student withdraws, is suspended, or has other status changes that will affect the student's participation or progress in class.
- Using reasonable efforts to ensure that your students understand and adhere to our policies, including but not limited to our Student Code of Conduct policy.

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# Coversheet

## Consider and Approve the Workplace Violence Policy

**Section:** III. Items for Potential Action  
**Item:** G. Consider and Approve the Workplace Violence Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Complete\_with\_Docusign\_Workplace\_Violence\_Pl.pdf

# WORKPLACE VIOLENCE PREVENTION PROGRAM for TEACH Public Schools



Our establishment's Workplace Violence Prevention Plan (WVPP) addresses the hazards known to be associated with the four types of workplace violence as defined by [Labor Code \(LC\) section 6401.9](#).

**Date of Last Review:** 6/11/2024

**Date of Last Revision(s):** 6/11/2024

## DEFINITIONS

**Emergency** - Unanticipated circumstances that can be life threatening or pose a risk of significant injuries to employees or other persons.

**Engineering controls** - An aspect of the built space or a device that removes a hazard from the workplace or creates a barrier between the employee and the hazard.

**Log** - The violent incident log required by LC section 6401.9.

**Plan** - The workplace violence prevention plan required by LC section 6401.9.

**Serious injury or illness** - Any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement, but does not include any injury or illness or death caused by an accident on a public street or highway, unless the accident occurred in a construction zone.

**Threat of violence** - Any verbal or written statement, including, but not limited to, texts, electronic messages, social media messages, or other online posts, or any behavioral or physical conduct, that conveys an intent, or that is reasonably perceived to convey an intent, to cause physical harm or to place someone in fear of physical harm, and that serves no legitimate purpose.

**Workplace violence** - Any act of violence or threat of violence that occurs in a place of employment.

**Workplace violence** includes, but is not limited to, the following:

- The threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma, or stress, regardless of whether the employee sustains an injury.
- An incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury.
- The following four workplace violence types:

**Type 1 violence** - Workplace violence committed by a person who has no legitimate business at the worksite, and includes violent acts by anyone who enters the workplace or approaches employees with the intent to commit a crime.

**Type 2 violence** - Workplace violence directed at employees by customers, clients, patients, students, inmates, or visitors.

**Type 3 violence** - Workplace violence against an employee by a present or former employee, supervisor, or manager.

**Type 4 violence** - Workplace violence committed in the workplace by a person who does not work there, but has or is known to have had a personal relationship with an employee.

**Workplace violence** does not include lawful acts of self-defense or defense of others.

**Work practice controls** - Procedures and rules which are used to effectively reduce workplace violence hazards.

## RESPONSIBILITY

The WVPP administrator, CEO/Superintendent, has the authority and responsibility for implementing the provisions of this plan for TEACH Public Schools. If there are multiple persons responsible for the plan, their roles will be clearly described.

<b>Responsible Persons</b>	<b>Job Title/Position</b>	<b>WVPP Responsibility(ies)</b>	<b>Phone #</b>	<b>Email</b>
Dr. Raul Carranza	CEO/Superintendent	<b>Overall responsibility for the plan;</b> CEO/Superintendent <i>approves the final plan and any major changes.</i>	323-872-0808	rcarranza@teachps.org
Dr. Maria Pimienta	HR Director	<b>Responsible for employee involvement and training;</b> Dr. Pimienta <i>organizes safety meetings, updates training materials, and handles any reports of workplace violence.</i>	323-872-0808	mpimienta@teachps.org
Frank Williams & Sharon Rhee & Bridgette Brown	School Site Principals	<b>Responsible for emergency response, hazard identification, and coordination with other employers;</b> <i>Semore conducts safety inspections, coordinates emergency response procedures, and communicates with other employers about the plan.</i>	323-872-0808	<a href="mailto:Fwilliams@teachps.org">Fwilliams@teachps.org</a> <a href="mailto:Shree@teachps.org">Shree@teachps.org</a> <a href="mailto:Bbrown@teachps.org">Bbrown@teachps.org</a>

All managers and supervisors are responsible for implementing and maintaining the WVPP in their work areas and for answering employee questions about the WVPP.

## EMPLOYEE ACTIVE INVOLVEMENT

TEACH Public Schools ensures the following policies and procedures to obtain the active involvement of employees and authorized employee representatives in developing and implementing the plan:

- Management will work with and allow employees and authorized employee representatives to participate in:
- Identifying, evaluating, and determining corrective measures to prevent workplace violence. Management will have annual safety meetings with employees to discuss identification of workplace violence related concerns/hazards, evaluate those hazards and/or concerns, and how to correct them. These meetings could involve brainstorming sessions, discussions of recent incidents, and reviews of safety procedures.
- Designing and implementing training Employees will participate in training programs, and their suggestions are incorporated into the training materials. For example, an employee might suggest a new training scenario based on a recent incident.



- Reporting and investigating workplace violence incidents. Management will ensure that all workplace violence policies and procedures within this written plan are clearly communicated and understood by all employees. Managers and supervisors will enforce the rules fairly and uniformly.
- All employees will follow all workplace violence prevention plan directives, policies, and procedures, and assist in maintaining a safe work environment.
- The plan shall be in effect at all times and in all work areas and be specific to the hazards and corrective measures for each work area and operation.

## EMPLOYEE COMPLIANCE

Our system to ensure that employees comply with the rules and work practices that are designed to make the workplace more secure, and do not engage in threats or physical actions which create a security hazard for others in the workplace, include at a minimum:

- Training employees, supervisors, and managers in the provisions of TEACH Public Schools Workplace Violence Prevention Plan (WVPP)
- Effective procedures to ensure that supervisory and nonsupervisory employees comply with the WVPP.
- Provide retraining to employees whose safety performance is deficient with the WVPP.
- Discipline employees for failure to comply with the WVPP. (COMMUNICATION WITH EMPLOYEES)

We recognize that open, two-way communication between our management team, staff, and other employees, about workplace violence issues is essential to a safe and productive workplace. The following communication system is designed to facilitate a continuous flow of workplace violence prevention information between management and staff in a form that is readily understandable by all employees, and consists of one or more of the following:

- New employee orientation includes workplace violence prevention policies and procedures.
- Workplace violence prevention training programs.
- Regularly scheduled meetings that address security issues and potential workplace violence hazards
- Effective communication between employees and supervisors about workplace violence prevention and violence concerns.
  - For example, ensure that supervisors and employees can communicate effectively and in the employees' first language.
- Posted or distributed workplace violence prevention information.
- How employees can report a violent incident, threat, or other workplace violence concern to employer or law enforcement without fear of reprisal or adverse action.
  - Examples:
    - Employees can anonymously report a violent incident, threat, of other violence concerns.
    - Provide contact information for who to call for emergency response [Describe how this will be accomplished, including what number(s) will be called. E.g.: precise access number(s), including how 911 will be accessed.]
- Employees will not be prevented from accessing their mobile or other communication devices to seek emergency assistance, assess the safety of a situation, or communicate with a person to verify their safety. Employees' concerns will be investigated in a timely manner and they will be informed of the results of the investigation and any corrective actions to be taken.

## WORKPLACE VIOLENCE INCIDENT REPORTING PROCEDURE

TEACH Public Schools will implement the following effective procedures to ensure that:

- All threats or acts of workplace violence are reported to an employee’s supervisor or manager, who will inform the WVPP administrator.
- A strict non-retaliation policy is in place, and any instances of retaliation are dealt with swiftly and decisively.

## EMERGENCY RESPONSE PROCEDURES

TEACH Public Schools has in place the following specific measures to handle actual or potential workplace violence emergencies:

- Effective means to alert employees of the presence, location, and nature of workplace violence emergencies
- **TEACH Public Schools** will have evacuation or sheltering plans.
- How to obtain help from staff, security personnel, or law enforcement. (Calling 911)

In the event of an emergency, including a Workplace Violence Emergency, contact the following: Principal, Human Resources, Superintendent

## WORKPLACE VIOLENCE HAZARD IDENTIFICATION AND EVALUATION

The following policies and procedures are established and required to be conducted by **TEACH Public Schools** to ensure that workplace violence hazards are identified and evaluated:

- Inspections shall be conducted when the plan is first established, after each workplace violence incident, and whenever the employer is made aware of a new or previously unrecognized hazard.

### Periodic Inspections

Periodic inspections of workplace violence hazards will identify unsafe conditions and work practices. This may require assessment for more than one type of workplace violence. Periodic Inspections shall be conducted:

Periodic inspections to identify and evaluate workplace violence and hazards will be performed by the following designated personnel in the following areas of the workplace:

Specific Person Name/Job Title	Area/Department/Specific location
Maria Pimienta / Director of HR	All TEACH facilities

Inspections for workplace violence hazards include assessing:

- The exterior and interior of the workplace for its attractiveness to robbers.
- The need for violence surveillance measures, such as mirrors and cameras.
- Procedures for employee response during a robbery or other criminal act, including our policy prohibiting employees, who are not security guards, from confronting violent persons or persons committing a criminal act.
- Procedures for reporting suspicious persons or activities.
- Effective location and functioning of emergency buttons and alarms.
- Posting of emergency telephone numbers for law enforcement, fire, and medical services.
- Whether employees have access to a telephone with an outside line.
- Whether employees have effective escape routes from the workplace.
- Whether employees have a designated safe area where they can go to in an emergency.
- Adequacy of workplace security systems, such as door locks, entry codes or badge readers, security windows, physical barriers, and restraint systems.
- Frequency and severity of threatening or hostile situations that may lead to violent acts by persons who are service recipients of our establishment.
- Employees' skill in safely handling threatening or hostile service recipients (example: security guards).
- Effectiveness of systems and procedures that warn others of actual or potential workplace violence danger or that summon assistance, e.g., alarms or panic buttons.
- The use of work practices such as the "buddy" system for specified emergency events.
- The availability of employee escape routes.
- How well our establishment's management and employees communicate with each other.
- Access to and freedom of movement within the workplace by non-employees, including recently discharged employees or persons with whom one of our employees is having a dispute.
- Frequency and severity of employees' reports of threats of physical or verbal abuse by managers, supervisors, or other employees.
- Any prior violent acts, threats of physical violence, verbal abuse, property damage or other signs of strain or pressure in the workplace.

## **WORKPLACE VIOLENCE HAZARD CORRECTION**

Workplace violence hazards will be evaluated and corrected in a timely manner. **TEACH Public Schools** will implement the following effective procedures to correct workplace violence hazards that are identified:

- If an imminent workplace violence hazard exists that cannot be immediately abated without endangering employee(s), all exposed employee(s) will be removed from the situation except those necessary to correct the existing condition. Employees necessary to correct the hazardous condition will be provided with the necessary protection.
- All corrective actions taken will be documented and dated on the appropriate forms.

- Corrective measures for workplace violence hazards will be specific to a given work area.

## **PROCEDURES FOR POST INCIDENT RESPONSE AND INVESTIGATION**

After a workplace incident, the WVPP administrator or their designee will implement the following post-incident procedures:

- Visit the scene of an incident as soon as safe and practicable.
- Interview involved parties, such as employees, witnesses, law enforcement, and/or security personnel.
- Review security footage of existing security cameras if applicable.
- Examine the workplace for security risk factors associated with the incident, including any previous reports of inappropriate behavior by the perpetrator.
- Determine the cause of the incident.
- Take corrective action to prevent similar incidents from occurring.
- Record the findings and ensuring corrective actions are taken.
- Obtain any reports completed by law enforcement.
- The violent incident log will be used for every workplace violence incident and will include information, such as: [\[See attached Violent Incident Log\]](#)
  - The date, time, and location of the incident.
  - The workplace violence type or types involved in the incident.
  - A detailed description of the incident.
  - A classification of who committed the violence, including whether the perpetrator was a client or customer, family or friend of a client or customer, stranger with criminal intent, coworker, supervisor or manager, partner or spouse, parent or relative, or other perpetrator.
  - A classification of circumstances at the time of the incident, including, but not limited to, whether the employee was completing usual job duties, working in poorly lit areas, rushed, working during a low staffing level, isolated or alone, unable to get help or assistance, working in a community setting, or working in an unfamiliar or new location.
  - A classification of where the incident occurred, such as in the workplace, parking lot or other area outside the workplace, or other area.
  - The type of incident, including, but not limited to, whether it involved any of the following:
    - Physical attack without a weapon, including, but not limited to, biting, choking, grabbing, hair pulling, kicking, punching, slapping, pushing, pulling, scratching, or spitting.
    - Attack with a weapon or object, including, but not limited to, a firearm, knife, or other object.
    - Threat of physical force or threat of the use of a weapon or other object.
    - Sexual assault or threat, including, but not limited to, rape, attempted rape, physical display, or unwanted verbal or physical sexual contact.

- Animal attack.
- Other.
- Consequences of the incident, including, but not limited to:
  - Whether security or law enforcement was contacted and their response.
  - Actions taken to protect employees from a continuing threat or from any other hazards identified as a result of the incident.
  - Information about the person completing the log, including their name, job title, and the date completed.
- Reviewing all previous incidents.

Ensure that no personal identifying information is recorded or documented in the written investigation report. This includes information which would reveal identification of any person involved in a violent incident, such as the person's name, address, electronic mail address, telephone number, social security number, or other information that, alone or in combination with other publicly available information, reveals the person's identity.

## TRAINING AND INSTRUCTION

All employees, including managers and supervisors, will have training and instruction on general and job-specific workplace violence practices. These sessions could involve presentations, discussions, and practical exercises. Training and instruction will be provided as follows:

- When the WVPP is first established.
- Annually to ensure all employees understand and comply with the plan.
- Whenever a new or previously unrecognized workplace violence hazard has been identified and when changes are made to the plan. The additional training may be limited to addressing the new workplace violence hazard or changes to the plan.

**TEACH Public Schools** will provide its employees with training and instruction on the definitions found on page 1 of this plan and the requirements listed below:

- The employer's WVPP, how to obtain a copy of the employer's plan at no cost, and how to participate in development and implementation of the employer's plan.
- How to report workplace violence incidents or concerns to the employer or law enforcement without fear of reprisal.
- Workplace violence hazards specific to the employees' jobs, the corrective measures **TEACH Public Schools** has implemented, how to seek assistance to prevent or respond to violence, and strategies to avoid physical harm.
- The violent incident log and how to obtain copies of records pertaining to hazard identification, evaluation and correction, training records, and violent incident logs.
- Opportunities **TEACH Public Schools** has for interactive questions and answers with a person knowledgeable about the **TEACH Public Schools** plan.
- Strategies to avoid/prevent workplace violence and physical harm, such as:
  - How to recognize workplace violence hazards including the risk factors associated with the four types

of workplace violence.

- Ways to defuse hostile or threatening situations.
- How to recognize alerts, alarms, or other warnings about emergency conditions and how to use identified escape routes or locations for sheltering.
- Employee routes of escape.
- Emergency medical care provided in the event of any violent act upon an employee
- Post-event trauma counseling for employees desiring such assistance.

## EMPLOYEE ACCESS TO THE WRITTEN WVPP

**TEACH Public Schools** ensures that the WVPP plan shall be in writing and shall be available and easily accessible to employees, authorized employee representatives, and representatives of Cal/OSHA at all times.

## RECORDKEEPING

TEACH Public Schools will:

- Create and maintain records of workplace violence hazard identification, evaluation, and correction, for a minimum of five (5) years.
- Create and maintain training records for a minimum of one (1) year and include the following:
  - Training dates.
  - Contents or a summary of the training sessions.
  - Names and qualifications of persons conducting the training.
  - Names and job titles of all persons attending the training sessions.
- Maintain violent incident logs for minimum of five (5) years.
- Maintain records of workplace violence incident investigations for a minimum of five (5) years.
  - The records shall not contain medical information per subdivision (j) of section 56.05 of the Civil Code.
- All records of workplace violence hazard identification, evaluation, and correction; training, incident logs and workplace violence incident investigations required by [LC section 6401.9\(f\)](#), shall be made available to Cal/OSHA upon request for examination and copying.

## EMPLOYEE ACCESS TO RECORDS

The following records shall be made available to employees and their representatives, upon request and without cost, for examination and copying within **15 calendar days of a request**:

- Records of workplace violence hazard identification, evaluation, and correction.
- Training records.
- Violent incident logs.

## REVIEW AND REVISION OF THE WVPP

TEACH Public Schools WVPP will be reviewed for effectiveness:

- At least annually.
- When a deficiency is observed or becomes apparent.
- After a workplace violence incident.
- As needed.

Review and revision of the WVPP will include the procedures listed in the EMPLOYEE ACTIVE INVOLVEMENT section of this WVPP, as well as the following procedures to obtain the active involvement of employees and authorized employee representatives in reviewing the plan's effectiveness:

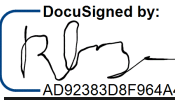
- Review of TEACH Public Schools WVPP should include, but is not limited to:
  - Review of incident investigations and the violent incident log.
  - Assessment of the effectiveness of security systems, including alarms, emergency response, and security personnel availability (if applicable).
- Review that violence risks are being properly identified, evaluated, and corrected. Any necessary revisions are made promptly and communicated to all employees. [These revisions could involve changes to procedures, updates to contact information, and additions to training materials.]

## EMPLOYER REPORTING RESPONSIBILITIES

As required by [California Code of Regulations \(CCR\), Title 8, Section 342\(a\). Reporting Work-Connected Fatalities and Serious Injuries](#), TEACH Public Schools will immediately report to Cal/OSHA any serious injury or illness (as defined by [CCR, Title 8, Section 330\(h\)](#)), or death (including any due to Workplace Violence) of an employee occurring in a place of employment or in connection with any employment.

I, Raul Carranza, Executive Director of TEACH Public Schools, hereby authorize and ensure, the establishment, implementation, and maintenance of this written workplace violence prevention plan and the documents/forms within this written plan. I am committed to ensuring the safety and well-being of our employees and believe that these policies and procedures will help us achieve that goal.

Raul Carranza, Executive Director TEACH Public Schools

DocuSigned by:  
  
AD92383D8F964A4...

Signature

7/18/2024

[Date of Signature]



## Violent Incident Log

This log must be used for every workplace violence incident that occurs in our workplace. At a minimum, it will include the information required by LC section 6401.9(d).

The information that is recorded will be based on:

- Information provided by the employees who experienced the incident of violence.
- Witness statements.
- All other investigation findings.

All information that personally identifies the individual(s) involved will be omitted from this log, such as:

- Names
- Addresses – physical and electronic
- Telephone numbers
- Social security number

[Enter the date the incident occurred (Day, Month, Year)]

[Enter the time (or approximate time) that the incident occurred] a.m./p.m.

Location(s) of Incident	Workplace Violence Type (Indicate which type(s) (Type 1, 2,3,4))
[Enter location(s) where the incident occurred]	[Enter the workplace violence type(s)]

Check which of the following describes the type(s) of incident, and explain in detail:

**Note:** It’s important to understand that “Workplace Violence Type” and “Type of Incident” have separate requirements. **For this part of the log, “Type of Incident” specifically refers to the nature or characteristics of the incident being logged. It does not refer to the type of workplace violence.**

- Physical attack without a weapon, including, but not limited to, biting, choking, grabbing, hair pulling, kicking, punching, slapping, pushing, pulling, scratching, or spitting.
- Attack with a weapon or object, including, but not limited to, a firearm, knife, or other object.
- Threat of physical force or threat of the use of a weapon or other object.
- Sexual assault or threat, including, but not limited to, rape, attempted rape, physical display, or unwanted





[Include information on what the consequences of the incident were.]

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- o Were there any injuries? Yes or No. Please explain:

[Indicate here if there were any injuries, if so, provide description of the injuries]

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- o Were emergency medical responders other than law enforcement contacted, such as a Fire Department, Paramedics, On-site First-aid certified personnel? Yes or No. If yes, explain below:

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Did the severity of the injuries require reporting to Cal/OSHA? If yes, document the date and time this was done, along with the name of the Cal/OSHA representative contacted.

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A copy of this violent incident log needs to be provided to the employer. Indicate when it was provided and to whom.

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This violent incident log was completed by:

[Name of person completing this log],  
[Job Title of person completing this log],  
[Date this log was completed]

[Signature of person completing this log]

[Date of completion]

# Coversheet

## Consider and Approve the Updated Independent Study Policy

**Section:** III. Items for Potential Action  
**Item:** H. Consider and Approve the Updated Independent Study Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Independent Study Board Policies 2024-25.docx



### *Independent Study Board Policies*

These policies apply to all pupils participating in independent study at **TEACH Tech Charter High School, TEACH Academy of Technologies or TEACH Preparatory Elementary School** (collectively the “School”).

Each student’s independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees.

For students in all programs of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be as follows:

- For pupils in kindergarten and grades one through three, **15 school days**
- For pupils in grades four through eight, **15 school days**
- For students in grades nine through twelve, **15 school days**

When special or extenuating circumstances justify a longer time for individual students, the director or their designee may approve a period not to exceed **30 school days**

***Missed Assignments and Level of Satisfactory Progress:*** When any student fails to complete **2** missed assignments during any period of **15 school days** or fails to make satisfactory progress (as defined below) the School will conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study or to return to the regular school program. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's permanent record and treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Satisfactory educational progress shall be based on all of the following indicators, as applicable:

- Pupil achievement and engagement, as measured by all of the following, as applicable:
  - Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a., “CAASPP”, or any other subsequent assessment as certified by the state board of education),

- The percentage of pupils that have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University,
  - The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs that align with state board-approved career technical education standards and frameworks,
  - The percentage of pupils who have successfully completed both the university entrance and career technical courses specified above,
  - The percentage of English learner pupils who make progress towards English proficiency as measured by the English Language Proficiency Assessments for California (“ELPAC” or subsequent assessments of English proficiency certified by the state board),
  - The English learner reclassification rate,
  - The percentage of pupils who have passed an advanced placement exam with a score of “3” or higher, and
  - The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program (or any subsequent assessment of college preparedness).
- Pupil engagement, as measured by all of the following, as applicable:
    - School attendance rates,
    - Chronic absenteeism rates,
    - Middle school dropout rates,
    - High school dropout rates, and
    - High school graduation rates.
  - The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
  - Learning requirement concepts, as determined by the supervising teacher.
  - Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

**Academic Content:** Independent study shall include the provision of content aligned to grade level standards that is substantially equivalent to in-person instruction.

Independent study shall include access to all courses offered by the School for graduation and approved by the University of California or the California State University as creditable under

**Tiered Reengagement:** For all pupils participating in independent study for 16 or more schooldays in a school year and who are not generating attendance for more than 10 percent of the required minimum instructional time over four continuous weeks of the School's approved instructional calendar, found not participatory in required synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable to the student's grade span, or who are in violation of their written agreement, the School shall have local programs intended to address chronic absenteeism, as applicable, including at least the following reengagement strategies:

- Verifying current contact information for the pupil,
- Notifying parents or guardians of lack of participation within one school day of the recording of a nonattendance day or lack of participation,
- A plan for outreach from the School to determine pupil needs, including a connection with health and social services, as necessary,
- A clear standard requiring a pupil-parent-educator conference, as defined below, to review the pupil's written agreement, reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the school's policies regarding the maximum amount of time allowed between the assignment and completion of pupil's assigned work, satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in independent study.

For the purposes of this policy, "pupil-parent-educator conference" means a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

**Opportunities for Live Interaction and Synchronous Instruction:** The School shall plan to provide opportunities for live interaction and synchronous instruction as follows for all pupils participating in independent study for 16 or more schooldays in a school year:

- For pupils in transitional kindergarten through grades 1 to 3 inclusive, the School shall plan to provide opportunities for daily synchronous instruction for all pupils throughout the year,
- For pupils in grades 4 to 8 inclusive, the School shall plan to provide opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the year,
- For pupils in grades 9-12 inclusive, the School shall plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the year.

For the purposes of this policy, "live interaction" means interaction between the pupil and certificated or non-certificated staff, and may include peers, provided for the purpose of

maintaining school connectedness, including but not limited to wellness checks, progress monitoring, provision of services, and instruction. This live interaction may take place in-person, or in the form of internet or telephonic communication.

For the purposes of this policy, “synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in-person, or in the form of internet or telephonic communications, and involving live two-way communication between a teacher of record and the pupil.

**Return to In-Person Instruction:** For pupils who participate in independent study for 165 or more schooldays in a school year and whose families wish to return to in-person instruction from independent study, the School shall allow the student to return expeditiously, and in no case later than five instructional days.

**Exceptions for Pupils Under Professional Care:** Pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse, are not subject to the tiered reengagement, live interaction, synchronous instruction, nor return to in-person instruction provisions described above. The School shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision.

**Written Agreements:** A current written agreement for each independent study pupil shall be maintained on file for each participating student.

For a pupil participating in an independent study program that is scheduled for more than 145 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil’s parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable.

For a pupil participating in an independent study program that is scheduled for 15 or fewer school days, each written agreement shall be signed during the school year in which the independent study takes place, by the pupil, the pupil’s parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable.

The independent study agreement for a student will require and cover a study plan that represents the same amount of study that would be required of a student in the classroom and be consistent with the School curriculum and course of study of students participating in the regular classroom setting.

**Agreement Content:** Each independent study written agreement shall contain at least all of the following provisions:

- The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding academic progress.
- The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
- The specific resources, including materials and personnel that will be made available to the pupil. These resources shall include confirming or providing access for all pupils to the connectivity and devices adequate to participate in the academic program and complete assigned work.
- A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study. The level of satisfactory educational progress and missed assignments shall conform to the requirements specified above in this policy.
- The duration of the independent study agreement, including the beginning and ending dates for participating in independent study, recognizing that no independent study agreement shall be valid for any period longer than one school year.
- A statement of the number of course credits, or for elementary grades pupils, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas such as English learners, individuals with exceptional needs as needed to be consistent with the student's individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care, pupils experiencing homelessness, and pupils requiring mental health supports.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.

Written agreements may be maintained electronically along with and may include subsidiary agreements, such as course contracts and assignment and work records. Written agreements may be signed using electronic signatures that comply with applicable state and federal standards and are intended by the signatory to have the same effect as a handwritten signature.

Before signing a written agreement pursuant to this policy, a parent or guardian may request that the School conduct a phone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent



study, before making the decision about enrollment or disenrollment in the various options for learning.

*Independent Study Plan Due to School Closure or Material Decrease in Attendance for Affected Students*

For any student impacted by fire, flood, impassable roads, epidemic, earthquake, the imminence of a major safety hazard as determined by the local law enforcement agency, a strike involving transportation services to pupils provided by a non-school entity or an order provided for in Education Code section 41422, the School shall offer those students independent study within 10 instructional days of the first day of a school closure or material decrease in attendance. Students with exceptional needs shall receive the services identified in their individualized education programs and may participate in independent study.

As soon as possible, unless prohibited under the direction of the local or state health officer, the School shall reopen for in-person instruction.

Adopted:

Amended:

# Coversheet

## Consider the Board Reporting Calendar

**Section:** III. Items for Potential Action  
**Item:** I. Consider the Board Reporting Calendar  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Board Reporting Calendar 2024-2025 - Sheet1.pdf

	June 2024	July 30, 2024	August 27, 2024	October 1, 2024	November 12, 2024	January 28, 2025	February 25, 2025	March 25, 2025	April 29, 2025	May 27, 2025	June 10, 2025
<b>Fiscal Oversight</b>	Monthly Financial Report LCAPs and Final Budget	Monthly Financial Report	Monthly Financial Report	Monthly Financial Report	Monthly Financial Report (October)	Monthly Financial Report First Quarter Interim Financials	Monthly Financial Report	Monthly Financial Report Second Quarter Interim Financials	Monthly Financial Report Budget Forecast	Monthly Financial Rep Discussion Draft Budg	Monthly Financial Report 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 24-25 SY		Principal Reports: Highlights and lessons learned in 23-24, 2-3 goals for 24-25, PD plan overview		School Accountability Report Card Report	Principal reports on mid-year verified formative assessments, bright spots, progress on goals			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, Clearance and Training Requirements							
<b>Board Development</b>		Next SY Board Reporting Calendar	Board Member Lobdell term					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

### Discuss LAUSD Oversight Reports for TEACH Tech Charter High School, TEACH Academy of Technologies, and TEACH Prep Elementary School

**Section:** III. Items for Potential Action  
**Item:** K. Discuss LAUSD Oversight Reports for TEACH Tech Charter High School, TEACH Academy of Technologies, and TEACH Prep Elementary School  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:**  
TCHACAD 5982 APBOV Report 2023-2024, FINAL copy.pdf  
TCHCNHM 2452- Annual Performance-Based Oversight Visit Report 2023-2024 copy.pdf  
TCHTCHS 7608 APBOV Report 2023-2024, FINAL copy.pdf



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: TEACH Academy of Technologies

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/11/2024

# ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\*

## 2023-2024 SCHOOL YEAR

### FOR

## TEACH ACADEMY OF TECHNOLOGIES - 5982

Name and Location Code of Charter School

### LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

### CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

### CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

\* 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 matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD continues to respond to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned CSD Administrator will provide any updated information reach out with more details, as needed.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: TEACH Academy of Technologies

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/11/2024

<b>Charter School Name:</b>	TEACH Academy of Technologies			<b>Location Code:</b>	5982
<b>Current Address:</b>	<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
1- 10000 S. Western Avenue	Los Angeles	90047	(323) 872-0809	(323) 351-2322	
2- 10045 S. Western Avenue	Los Angeles	90047	(323) 872-0809	(323) 351-2322	
<b>Current Term of Charter<sup>1</sup>:</b>	<b>LAUSD Board District:</b>		<b>LAUSD Region:</b>		
July 1, 2020 to June 30, 2025	1		South		
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Number Above/Below Enrollment Capacity (day of visit):</b>		<b>Above by 64</b>	
464	400				
<b>Grades Currently Served:</b>	<b>Grades To Be Served Per Charter:</b>	<b>Percent Above/Below Enrollment Capacity (day of visit):</b>		<b>Above by 16%</b>	
5-8	5-8				
<b>Norm Enrollment Number:</b>	465				
<b>Total Number of Staff Members:</b>	21	<b>Certificated:</b>	13	<b>Classified:</b>	8
<b>Charter School's Leadership Team Members:</b>	Bridgette Brown, Principal; Christian Gomez, Assistant Principal; Dr. Raul Carranza, CEO/Executive Director; Brionna Williams, HR Manager; Maria Pimenta, HR Director; Shawna Lawson, Business Manager; Frank Williams, Director of Community Relations; Enrique Robles, Director of Operations and Data; Suzette Torres, Director of Academic Data.				
<b>Charter School's Contact for Special Education:</b>	Noelle Triay, Intern SPED; Bridgette Brown, Principal	<b>SELPA &amp; Option:</b>		LAUSD- Option 2	
<b>CSD Assigned Administrator:</b>	José Salas	<b>CSD Fiscal Oversight Manager:</b>		Joseph Dae	
<b>Other School/CSD Team Members:</b>	Sunserae Keaton, CSD Specialist				
<b>Oversight Visit Date(s):</b>	4/11/2024	<b>Fiscal Review Date (if different):</b>		N/A	
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):</b>	No	<b>LAUSD Co-Location Campus(es) (if applicable):</b>		N/A	
<b>Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)</b>	COO	<b>COO/TCO Approved Grade Levels and Occupancy Loads:</b>		10000 Western – max occupancy 294 10045 Western – 7 bungalows, each with max occupancy of 72 persons	

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
<b>Governance</b>	<b>Student Achievement and Educational Performance</b>	<b>Organizational Management, Programs, and Operations</b>	<b>Fiscal Operations</b>
<b>3, Proficient</b>	<b>1, Unsatisfactory</b>	<b>3, Proficient</b>	<b>4, Accomplished</b>

<sup>1</sup> Education Code section 47607.4 provides that “all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year.”



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: TEACH Academy of TechnologiesAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 4/11/2024

## CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met specific renewal criteria prescribed in statute. .

## REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

**Governance** – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

**Student Achievement and Educational Performance** – demonstrating positive academic achievement and growth for all students

**Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school

**Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2023-2024*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and

(1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [\*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: TEACH Academy of TechnologiesAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 4/11/2024

GOVERNANCE	RATING*
Summary of School Performance	3, Proficient
<p><b><u>Areas of Demonstrated Strength and/or Progress</u></b></p> <p><b>G1: Governance Structure and Compliance Monitoring-</b> The Governing Board has fully implemented the organizational structure set forth in the school’s operative charter, including all committees/councils, and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies as evidenced by:</p> <ul style="list-style-type: none"> <li>➤ The provided organizational chart which aligns with the operative charter indicating: <ul style="list-style-type: none"> <li>○ The CEO of TEACH Public Schools reports to the TEACH Public Schools Board of Directors</li> <li>○ The Chief Operating Officer/Chief Financial Officer supervises the Director of Governance and Compliance, Director of Operations and Data Systems, Director of Human Resources, Business Operations Manager, and Director of Student Recruitment and Parent Engagement</li> <li>○ There are three LAUSD-authorized charter schools that are part of TEACH Public Schools</li> </ul> </li> <li>➤ TEACH Inc. adopted its bylaws on November 13, 2017, which state that the number of directors shall be no less than five and no more than nine.</li> <li>➤ The documentation provided noted the Board has scheduled nine meetings for the 2023-2024 school year.</li> <li>➤ The Compliance Monitoring Certification of Board Compliance Review form was certified by the TEACH Public Schools Board on December 19, 2023.</li> </ul> <p><b>G2: Due Process-</b> The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public, including but not limited to:</p> <ul style="list-style-type: none"> <li>➤ 2023-2024 Student and Parent Handbook (English/Spanish); Employee Handbook 2023-2024; Anti-Discrimination and Anti-Harassment Policy; Title IX Sexual-Harassment Policy and Grievance Procedure; Anti-Intimidation and Anti-Bullying Policy; Due Process Rights for Students Facing Disciplinary Action; Uniform Complaint Procedure Policy (English/Spanish), and a General Complaints Policy.</li> </ul> <p><b><u>Areas Noted for Further Growth and/or Improvement</u></b> None at this time.</p> <p><b><u>Corrective Action Required</u></b> None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p><b><u>Notes:</u></b></p> <p><b><u>Notice of Concern</u></b> A Notice of Concern (“NOC”) letter was sent on December 19, 2023, and requests TEACH Academy of Technologies, through its governing board and leadership, to comply with all applicable legal, District, and charter requirements relating to its authorized enrollment capacity. TEACH Academy of Technologies school’s current enrollment (465) does not align to, and is inconsistent with, the enrollment capacity (400) authorized by the LAUSD Board of Education. The Charter Schools Division (CSD) requested for TEACH Academy of Technologies to address this concern and provide a written plan that outlines how it intends to align its current enrollment to the authorized enrollment capacity. On January 22, 2024, TEACH Academy of Technologies responded to the NOC, disagreeing with CSD’s</p>	





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assertion that the school has a “capacity” or enrollment limit of 400. The CSD will continue to monitor the school’s enrollment via the oversight process, which may lead to additional tiered intervention, including a Notice to Cure.

TEACH Academy of Technologies cannot receive a rating greater than 3 in this category, as the school has received an overall rating of 1 in the Student Achievement and Educational Performance category (see the highlighted note below).

**\*NOTE:**

- *A charter school may receive a rating of 1 in this category for any of the following reasons: (1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), (2) School is in breach of the operative charter, including Federal, State, and District Required Language, (3) School is “Not in Good Standing,” and/or (4) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, and/or significant audit findings, etc.).*
- *A charter school cannot receive a rating greater than 3 in this category if it receives an overall rating of 2 or 1 in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).*



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**G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING – QUALITY INDICATOR**

*The Governing Board has implemented the organizational structure, roles, and responsibilities set forth in the approved charter and applicable law, including:*

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school’s charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public-integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in the school’s operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input checked="" type="checkbox"/> The Governing Board has implemented the organizational structure set forth in the school’s operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act,. Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in the school’s operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in the school’s operative charter; and/or has no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)	<input checked="" type="checkbox"/> Organizational chart in approved charter <input checked="" type="checkbox"/> Organizational chart (current) <input checked="" type="checkbox"/> Board member roster <input checked="" type="checkbox"/> Bylaws (current) <input checked="" type="checkbox"/> Board Committee(s) Calendar(s) <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)

**G2: DUE PROCESS – QUALITY INDICATOR**

*The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school’s charter, and LAUSD charter school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:*

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP



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Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input checked="" type="checkbox"/> The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Student Discipline Policy <input checked="" type="checkbox"/> Employee Grievance and Discipline Policy <input checked="" type="checkbox"/> Uniform Complaint Procedures Policy and form(s) <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)

**G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM - QUALITY INDICATOR**

<p><i>The Governing Board has systems in place to ensure ongoing:</i></p> <ul style="list-style-type: none"> <li>Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence</li> <li>Monitoring of the school’s implementation of its Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)</li> <li>Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE’s Charter School Transparency Resolution, as well as consideration of input from the school’s committees/councils and stakeholders</li> </ul>	
Rubric	Sources of Evidence



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<b>Performance</b>	<input type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input checked="" type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board inconsistently considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board seldom or does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	<input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Board member and executive leadership training <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)
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**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS - QUALITY INDICATOR**

<p><i>The Governing Board has systems in place to ensure ongoing:</i></p> <ul style="list-style-type: none"> <li>Monitoring of staffing needs and the school’s compliance with all applicable credentialing, clearance, and training requirements</li> <li>Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff</li> <li>Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



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<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff</li> <li><input checked="" type="checkbox"/> The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of all school-based staff and executive level leadership staff</li> <li><input type="checkbox"/> The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of all school-based staff and/or executive level leadership staff</li> <li><input type="checkbox"/> The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of all school-based staff and/or executive level leadership staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Human Resources Policies and Procedures</li> <li><input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation</li> <li><input checked="" type="checkbox"/> Evaluation of Executive Leadership</li> <li><input checked="" type="checkbox"/> Evaluation of all school-based staff</li> <li><input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review</li> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”)</li> <li><input checked="" type="checkbox"/> Observation of Governing Board meeting(s)</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>
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**G5: FISCAL CONDITION - QUALITY INDICATOR**

**The Governing Board has a system in place to ensure fiscal viability:**

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Rubric	Sources of Evidence
Performance	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, <i>Accomplished</i>) in the most current two independent audit reports, <b>and</b>, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</p> <p><input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division*</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division*</p> <p>*Additional considerations that could influence the rating may include: inadequate cash flow; financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years; multi-year reliance on financing resources for the school’s operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level.</p> <p>**For example, the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes</p> <p><input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances</p> <p><input checked="" type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>



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**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR**

<i>The Governing Board has a system in place to ensure sound fiscal management and accountability:</i>					
<ul style="list-style-type: none"> <li>• The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.</li> <li>• The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.</li> </ul>					
Performance	Rubric				
<b>Performance</b>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #d9d9d9;">Rubric</th> <th style="background-color: #d9d9d9;">Sources of Evidence</th> </tr> </thead> <tbody> <tr> <td> <input checked="" type="checkbox"/> The school <b>consistently adheres</b> to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings  <input type="checkbox"/> The school <b>generally adheres</b> to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings  <input type="checkbox"/> The school is <b>not adhering</b> to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.)  <input type="checkbox"/> The school is <b>continuously not adhering</b> to the Governing Board approved fiscal policies and procedures, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)                 </td> <td> <input checked="" type="checkbox"/> Board meeting agendas and minutes  <input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances  <input checked="" type="checkbox"/> Observation of Governing Board meeting  <input checked="" type="checkbox"/> Discussion with leadership  <input checked="" type="checkbox"/> Independent audit report(s)  <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)                 </td> </tr> </tbody> </table>	Rubric	Sources of Evidence	<input checked="" type="checkbox"/> The school <b>consistently adheres</b> to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school <b>generally adheres</b> to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is <b>not adhering</b> to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is <b>continuously not adhering</b> to the Governing Board approved fiscal policies and procedures, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes <input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)
Rubric	Sources of Evidence				
<input checked="" type="checkbox"/> The school <b>consistently adheres</b> to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school <b>generally adheres</b> to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is <b>not adhering</b> to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is <b>continuously not adhering</b> to the Governing Board approved fiscal policies and procedures, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes <input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)				
<b>Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):</b>					
N/A					



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
<b>Summary of School Performance</b>	1, Unsatisfactory
<b>California Department of Education's (CDE) Charter School's Performance Category (as published in 2024)</b>	Middle Performing
<p><b>The state identified the charter school as qualifying for Differentiated Assistance (DA)?</b> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO            Differentiated Assistance is technical assistance provided to Local Education Agencies (LEA) that the state has identified for underperformance. DA is targeted support that is available to LEAs that meet the eligibility requirements set by the State Board of Education (SBE).</p>	
<p><b>The charter school is a state-identified school under the Every Student Succeeds Act (ESSA).</b> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO  <b>If yes, the school's identification:</b> (See additional information within "Notes" section below)  <input checked="" type="checkbox"/> Comprehensive Support and Improvement (CSI)  <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><b><u>Areas of Demonstrated Strength and/or Progress</u></b>  <b>A10: Dashboard Schoolwide Suspension Rate</b>            ➤ The schoolwide Dashboard Suspension Rate Indicator color is Blue, as compared to the state's color of Orange. The school's 2023 percentage of students suspended at least one day (0.0%) is lower than the state average (3.5%).</p> <p><b><u>Areas Noted for Further Growth and/or Improvement</u></b>  <b>A1: Dashboard Schoolwide ELA and A2: Dashboard Student Group ELA</b>            ➤ The schoolwide Dashboard ELA Indicator color is Red, as compared to the state's color of Orange. The school's 2023 schoolwide ELA DFS (-96.2 DFS) is below the state average (-13.6 DFS).            ➤ None of the school's numerically significant student groups have "Status/DFS" scores above the statewide DFS                ○ The 2023 average DFS in ELA for the school's Socioeconomically Disadvantaged students (-96.3 DFS) is below the state average (-42.6 DFS)                ○ The 2023 average DFS in ELA for the school's Hispanic students (-92 DFS) is below the state average (-40.2 DFS)                ○ The 2023 average DFS in ELA for the school's English Learner students (-129.8 DFS) is below the state average (-67.7 DFS)                ○ The 2023 average DFS in ELA for the school's African American students (-105.1 DFS) is below the state average (-59.6 DFS)                ○ The 2023 average DFS in ELA for the school's Students with Disabilities (-163.6 DFS) is below the state average (-96.3 DFS)</p> <p>In light of these results, school leaders report implementing the following to improve ELA outcomes schoolwide and for its numerically significant student groups:                ○ Implementation of ELA curriculum from McGraw Hill with professional development workshops led by McGraw Hill staff. School leadership report that these professional development sessions are held at the beginning of each semester.                ○ A dedicated academic intervention class to support students' reading.                ○ During Success Academy, students take an i-Ready diagnostic assessment and complete lessons tailored to their academic ability levels. Students also use the platform Achieve 3000 for additional instruction in reading.</p>	





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- For the English Learner subgroup, teachers provide integrated ELD instruction using the ELD standards and ELL strategies in ELA. A dedicated instructional aide works with EL students one-on-one and in small groups.
- For our Students with Disabilities, the school reports that they have staffed instructional aides and a SPED teacher to work with students on their IEPs, classroom accommodations, and differentiated instruction as needed.
- The school reported that continuous monitoring, the adjustment of instructional strategies, and targeted interventions based on data allow teachers to support students effectively and more efficiently in their classrooms.

### **A3: Dashboard Schoolwide Math and A4: Dashboard Student Group Math**

- The schoolwide Dashboard Math Indicator color is Red, as compared to the state's color of Orange. The school's 2023 schoolwide Math DFS (-152.1 DFS) is below the state average (-49.1 DFS).
- None of the school's numerically significant student groups have "Status/DFS" scores above the statewide DFS
  - The 2023 average DFS in Math for the school's Socioeconomically Disadvantaged students (-152.3 DFS) is below the state average (-80.8 DFS)
  - The 2023 average DFS in Math for the school's English Learner students (-175.5 DFS) is below the state average (-93.4 DFS)
  - The 2023 average DFS in Math for the school's Hispanic students (-148.1 DFS) is below the state average (-80.8 DFS)
  - The 2023 average DFS in Math for the school's African American students (-161.3 DFS) is below the state average (-104.5 DFS)
  - The 2023 average DFS in Math for the school's Student with Disabilities (-207 DFS) is below the state average (-127.3 DFS)

In light of these results, school leaders report implementing the following to improve Math outcomes schoolwide and for its numerically significant student groups:

- Implementation of the McGraw Hill math curriculum for grades 5 and 6 and College Preparatory Math (CPM) for grades 7 and 8. Professional development sessions are led by McGraw Hill and CPM staff. The school also has a CPM coach assigned to the school to provide live demo lessons and math specific coaching and feedback.
- A dedicated academic intervention class to support students' math.
- During Success Academy, students take an i-Ready diagnostic assessment and complete lessons tailored to their academic ability levels. Students also use the platform ALEKS for additional instruction in math.
- Parental involvement is encouraged through communication about the school's math curriculum and resources to support learning at home.

### **A5: Dashboard Schoolwide English Learner Progress (ELPI)**

- The schoolwide Dashboard ELPI color is Red, as compared to the state's color of Yellow. The school's 2023 percentage of English Learner students making progress towards English language proficiency (19%) is below the state average (48.7%).

The school leader reports the following efforts to increase English Learner students making progress toward English language proficiency:

- Exploration and implementation of a new EL curriculum choices such as StudySync by McGraw Hill and Edmentum's Foundations for EL Students course.
- Increased focused on designated ELD during the Success Academy class.
- Enrollment in an EL intervention elective course for additional ELD instruction and support based on their performance level.
- Continue to support professional development for teachers to provide effective integrated ELD instruction aligned with the ELD standards to support student achievement.



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- Observation data cycles with teachers in collaboration with the school's ELD teacher to support professional growth. Observations twice per month for each teacher with EL students.

**A8: Dashboard Schoolwide Chronic Absenteeism- (Grades K-8)**

The schoolwide Dashboard Chronic Absenteeism Indicator color is Red, as compared to the state's color of Yellow. The school's 2023 percentage of chronically absent students (42.9%) is higher than the state average (24.3%).

The school leader reports the following efforts to reduce schoolwide chronic absenteeism:

- Daily attendance calls from office clerks and parent coordinators.
- Weekly communication with parents through various media channels.
- One-on-one conversations with families to identify and address barriers to attendance, offering support such as transportation, social-emotional, academic, or uniform assistance.
- Attendance letters are sent to students who miss multiple days. Attendance data is included in progress reports distributed monthly.
- Monthly attendance challenges incentivize attendance with student prizes like free meals to popular restaurants (In'N'Out, Raising Caines, BJ's, Panda Express, Dominos).
- Bi-monthly attendance committee meetings to strategize and monitor progress based on attendance data provided by the organization's home office.
- Pre-SART meetings to engage families of chronically absent students.

**Corrective Action Required**

None noted that require immediate action to remedy concerns indicated in this report.

**Notes:****Comprehensive Support and Improvement (CSI)**

TEACH Academy of Technologies was identified as a 2023 Comprehensive Support and Improvement (CSI) school eligible under the CSI Low Performing criteria. Per CDE requirements, the school is expected to complete the CSI prompts located in the Plan Summary of the LCAP, as applicable, and approved at the local level (school and LEA) no later than the first day of the 2024–25 school year. In partnership with educational partners, the school shall develop and implement the CSI plan to improve student outcomes based on the indicators in the statewide accountability system.

**English Learner Reclassification**

As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the "Annual Reclassification (RFEP) Counts and Rates" for the 2021-2022 and 2022-2023 academic years. Please note that, depending on the release date of the 2021-2022 and 2022-2023 RFEP counts and rates, the District may elect to update and reissue a revised 2023-2024 Annual Performance-Based Oversight Visit Report.

***\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a Low Performing charter school based on the state's published list.***



LAUSD CHARTER SCHOOLS DIVISION

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DATE OF VISIT: 4/11/2024**A1: DASHBOARD SCHOOLWIDE ELA - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide Distance From Standard (“DFS”) <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide DFS; or Orange <input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)

**A2: DASHBOARD STUDENT GROUP ELA - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS <input checked="" type="checkbox"/> None of the school’s numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)

**A3: DASHBOARD SCHOOLWIDE MATH - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Math data (CDE)

Rubric		Sources of Evidence
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<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide DFS <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide DFS; or Orange <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)
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**A4: DASHBOARD STUDENT GROUP MATH - QUALITY INDICATOR**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant student groups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.) (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> All numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have "Status/DFS" scores above the statewide DFS <input checked="" type="checkbox"/> None of the school's numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

**A5: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS (ELPI) - QUALITY INDICATOR**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide ELPI data (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>



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<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange <input checked="" type="checkbox"/> The schoolwide Dashboard ELPI color is Red <input type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)
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**A6: DASHBOARD SCHOOLWIDE COLLEGE/CAREER (CCI) - (GRADES 9-12) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide CCI data (CDE)

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Very High <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is High; or Medium and at/above the statewide percentage <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Medium and below the statewide percentage; or Low <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Very Low <input type="checkbox"/> Not Available – No assessment of performance for this indicator <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

**A7: DASHBOARD STUDENT GROUP COLLEGE/CAREER (CCI) - (GRADES 9-12) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

	<b>Rubric</b>	<b>Sources of Evidence</b>



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<b>Performance</b>	<input type="checkbox"/> All numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> Not Available – No assessment of performance for this indicator <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)
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**A8: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM - (GRADES K-8) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Green; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and above statewide percentage; or Orange <input checked="" type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)

**A9: DASHBOARD SCHOOLWIDE GRADUATION RATE - (GRADES 9-12) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)

	<b>Rubric</b>	<b>Sources of Evidence</b>



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<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard <input checked="" type="checkbox"/> Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)
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**A10: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

**A11: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION – QUALITY INDICATOR**

The information provided in this report on internal assessments is to determine the charter school's verified data implementation, as applicable. As part of renewal, as applicable, for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each in school or b) strong postsecondary outcomes equal to similar peers.

The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Education Code section 47607.2(c) (Link: [Approved List](#)). In addition, staff's review of the charter school's submitted materials will be based on the verified data sources and related information adopted by the State Board of Education (Ed. Code, § 47607.2(c)(3).) Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

**The information below is based on charter school's self-reported data and will not be scored.**



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The charter school did provide Verified Data for consideration.

**Academic Progress Indicator(s) for the 2022-2023 School Year:**

Academic Progress Indicator (ELA): i-Ready K-8 by Curriculum Associates, Grades K-8	Grade Levels: 5-8	Assessment Administration: Beginning Year/End of Year	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Academic Progress Indicator (Math): i-Ready K-8 by Curriculum Associates, Grades K-8	Grade Levels: 5-8	Assessment Administration: Beginning Year/End of Year	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

\*If the charter school did not meet the 95% participation, the charter school's plan to address the participation is included in the Notes below.

1.  The charter school disaggregated student performance data for the following student groups: Ethnicity  
 The charter school did not disaggregate student performance data by student groups.
2. The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers' administration and test security procedures.
3. The charter school provided the following verified data report(s):
  - i-Ready K-8 by Curriculum Associates: *Diagnostic Growth*
  - MAP Growth by NWEA: *Student Growth Summary Report*
  - Star Assessment by Renaissance: *Star Growth Report*
  - Other: Click or tap here to enter text.
  - The charter school did not provide the correct report from the publisher to determine one year's growth.

**Notes:**

None.

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):**





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TEACH Academy of Technologies must meet the following Academic Benchmarks during the July 1, 2020, to June 30, 2025, charter term. The school shall submit a written status report to the Charter Schools Division annually, no later than December 1, that addresses the benchmarks set forth below:

- 1- The school shall achieve academic growth of at least one performance level per academic year on the **English Learner Progress performance indicator** on the California School Dashboard, as reported by the California Department of Education (CDE), with the goal of achieving and maintaining the “Green” performance level or higher on this indicator.
  - o **Update:** TEACH Academy of Technologies **is not meeting its benchmark on the English Learner Progress performance indicator**. Please see the Summary of School Performance section for performance details. **The CSD will continue to monitor the targeted benchmark area as part of oversight.**
- 2- Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, for “All Students” and for all of the school’s numerically significant subgroups in **Math**, as measured by the CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools medians, with the goal of achieving and maintaining the “Green” performance level or higher.
  - o **Update:** TEACH Academy of Technologies **is not meeting its benchmark in Math** for “All Students” and for all of the school’s numerically significant subgroups. Please see the Summary of School Performance section for performance details. **The CSD will continue to monitor the targeted benchmark area as part of oversight.**
- 3- Demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for numerically significant subgroups in **English Language Arts**, as measured by the CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools median, with the goal of achieving and maintaining the “Green” performance level or higher.
  - o **Update:** TEACH Academy of Technologies **is not meeting its benchmark in English Language Arts** for “All Students” and for all of the school’s numerically significant subgroups. Please see the Summary of School Performance section for performance details. **The CSD will continue to monitor the targeted benchmark area as part of oversight.**

**LOCAL CONTROL ACCOUNTABILITY PLAN 2023-2024 (For Informational Purposes Only)**

*The CSD reviewed the Local Control Accountability Plan.*

**All requested template information and descriptions were provided:**

**Sources of Evidence**



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	<input checked="" type="checkbox"/> LCFF Budget Overview for Parents <input checked="" type="checkbox"/> Plan Summary <input checked="" type="checkbox"/> Engaging Educational Partners <input checked="" type="checkbox"/> Goals and Actions <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students <input checked="" type="checkbox"/> Action Tables	<input checked="" type="checkbox"/> Local Control Accountability Plan <input checked="" type="checkbox"/> Board Agenda and Minutes
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Notes:

None.



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	3, Proficient
<p><b><u>Areas of Demonstrated Strength and/or Progress</u></b></p> <p><b>O4: School Climate and Student Discipline-</b> The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups. Additionally, as evidenced by observations during the oversight visit and documents submitted in preparation for the visit, the school reported their effective school climate and student discipline to the following:</p> <ul style="list-style-type: none"> <li>➤ TEACH Academy of Technologies uses the Positive Behavioral Interventions and Supports (PBIS) framework and Restorative Justice (RJ) practices to establish behavioral supports and social culture needed for all students at the school to achieve social, emotional, and academic success.</li> <li>➤ School leadership reported that regular data collection and analysis occur to assess the effectiveness of interventions and make informed decisions for continuous student behavioral improvement. Moreover, all teachers at the school use some type of behavior chart and/or rewards system in the classroom, and positive character displays are celebrated with verbal praise and recognized with awards.</li> <li>➤ Community partnerships provide community resources or referrals to students and/or families requiring additional support.</li> <li>➤ Certificated and Classified staff receive regular professional development to support student behavior and social-emotional learning.</li> <li>➤ Per the LAUSD Office of Data &amp; Accountability's Data Sets for suspension, expulsion, and disproportionality, the school's 2022-2023 suspension event rate was 0.00%, and suspension disproportionality rates for the school's Students with Disabilities and African American student groups were 0.00% and 0.00%, respectively.</li> </ul> <p><b>O5: Stakeholder Engagement and Involvement-</b> The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements as evidenced by documents submitted in preparation for the visit including but not limited to:</p> <ul style="list-style-type: none"> <li>➤ A Stakeholder Engagement Calendar that includes Coffee with the Principal, Back to School Night, Understanding Student Data Workshop, Wellness Saturday, Parent Conferences, Parent-Teacher Potluck, English Learner Advisory Committee (ELAC) agendas and sign-ins, and School Site Council agendas and sign-ins.</li> <li>➤ Board meeting Calendar, Board agendas and Board minutes; Fiscal reports; Student Accountability Report Card; and LCAP meeting and updates.</li> </ul> <p><b><u>Areas Noted for Further Growth and/or Improvement</u></b></p> <p><b>O1: Implementation of the Educational Program-</b> The school has partially implemented the educational program, including key features outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served.</p> <ul style="list-style-type: none"> <li>➤ On April 28, 2023, the Accrediting Commission for Schools Western Association of Schools and Colleges (ACS WASC) determined that "TEACH Academy of Technologies (5-8) deviates significantly from the ACS WASC criteria for accreditation in one or more critical areas. The accreditation status is based on all of the information provided by the school, including the school's report and the completion of the accreditation visit. It is the decision of the Commission to grant Probationary Accreditation Status through June 30, 2025, with a two-day visit in the 2024-2025 school year."</li> </ul>	



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- Please see the Student Achievement and Educational Performance Summary of Performance for the school's plans to improve ELA and Math outcomes schoolwide and for its numerically significant student groups.

**O2: Meeting the Needs of all Students; Student Group Data Analysis-** The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis. In light of these results, school leaders report implementing the following to improve ELA and Math outcomes schoolwide and for its numerically significant student groups:

#### English Language Arts

- Implementation of ELA curriculum from McGraw Hill with professional development workshops led by McGraw Hill staff. School leadership report that these professional development sessions are held at the beginning of each semester.
- A dedicated academic intervention class to support students' reading.
- During Success Academy, students take an i-Ready diagnostic assessment and complete lessons tailored to their academic ability levels. Students also use the platform Achieve 3000 for additional instruction in reading.
- For the English Learner subgroup, teachers provide integrated ELD instruction using the ELD standards and ELL strategies in ELA. A dedicated instructional aide works with EL students one-on-one and in small groups.
- For our Students with Disabilities, the school reports that they have staffed instructional aides and a SPED teacher to work with students on their IEPs, classroom accommodations, and differentiated instruction as needed.
- The school reported that continuous monitoring, the adjustment of instructional strategies, and targeted interventions based on data allow teachers to support students effectively and more efficiently in their classrooms.

#### Math

- Implementation of the McGraw Hill math curriculum for grades 5 and 6 and College Preparatory Math (CPM) for grades 7 and 8. Professional development sessions are led by McGraw Hill and CPM staff. The school also has a CPM coach assigned to the school to provide live demo lessons and math-specific coaching and feedback.
- A dedicated academic intervention class to support students' math.
- During Success Academy, students take an i-Ready diagnostic assessment and complete lessons tailored to their academic ability levels. Students also use the platform ALEKS for additional instruction in math.
- Parental involvement is encouraged through communication about the school's math curriculum and resources to support learning at home.

#### Chronic Absenteeism

- The school's Chronic Absenteeism increased by 0.6% per the California School Dashboard; 42.9% of students were chronically absent. Per school leadership, the following was note as efforts to increase student attendance:
  - The school makes daily attendance calls. Weekly communication with parents through various media channels. One-on-one conversations with families to identify and address barriers to attendance, offering support such as transportation, social-emotional, academic, or uniform assistance. Attendance letters are sent to students who miss multiple days. Attendance data is included in progress reports distributed monthly. Incentivize attendance to increase attendance with student prizes. Bi-monthly attendance committee meetings to strategize and monitor progress based on attendance data provided by the organization's home office. Pre-SART meetings to engage families of chronically absent students.



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**Corrective Action Required**

None noted that require immediate action to remedy concerns indicated in this report.

**Notes:**

None.

***\*NOTE:***

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Training) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; (2) Failed to have Health, Safety, and Emergency Plan; (3) Failed to have an appropriate Certificate of Occupancy, or equivalent; and/or (4) The school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; (2) Any teacher of the instructional program is not appropriately credentialed and assigned per legal requirements and the school’s operative charter at any time during the academic year; and/or (3) Failed to provide evidence of any item on the “Review of Health and Safety Compliance Items” checklist below.*
- *A charter school cannot receive a rating in this category greater than 3 for the following reason: Failed to provide evidence of any item on the “Review of Transparency and Stakeholder Information Compliance Items” checklist below.*

**O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM – QUALITY INDICATOR**

*The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter by:*

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school’s charter
- Implementing a system to monitor student progress toward, and completion of, graduation and A-G requirements (**high schools only**)

Rubric	Sources of Evidence
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<b>Performance</b>	<input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report <input type="checkbox"/> The school has implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input checked="" type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Key Features of the Educational Program <input checked="" type="checkbox"/> Standards-Based Instructional Program <input checked="" type="checkbox"/> Master Schedule/Course Schedule <input checked="" type="checkbox"/> Student Achievement Data Analysis <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)  High School: <input type="checkbox"/> System for monitoring student progress toward and completion of graduation and A-G Requirements <input type="checkbox"/> WASC Accreditation Notification Letter <input type="checkbox"/> UC Doorways course approval <input type="checkbox"/> Graduation Requirement/Policy <input type="checkbox"/> Math Placement Assessment Policy <input type="checkbox"/> Advanced Placement Exam: Participation Rate and Passage Rate <input type="checkbox"/> College acceptance and enrollment rates, and other postsecondary indicators
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**O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS - QUALITY INDICATOR**

<p><i>The school has a system in place to ensure:</i></p> <ul style="list-style-type: none"> <li>• Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school’s LCAP and by the CDE</li> <li>• Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards</li> <li>• Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions</li> <li>• Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



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<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report</li> <li><input type="checkbox"/> The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis</li> <li><input checked="" type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or no evidence of systems to modify instruction based on data analysis</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Implementation of differentiated instructional strategies</li> <li><input checked="" type="checkbox"/> Intervention/Enrichment Program during the instructional day</li> <li><input checked="" type="checkbox"/> Student Group data analysis</li> <li><input checked="" type="checkbox"/> Professional Development documentation</li> <li><input checked="" type="checkbox"/> Classroom/site Observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> <p>English Learners</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Master Plan for English Learners</li> <li><input checked="" type="checkbox"/> Designated English Language Development (ELD) schedule</li> <li><input checked="" type="checkbox"/> Documentation of implementation of the school’s Master Plan for English Learners</li> <li><input checked="" type="checkbox"/> Implementation of a data analysis system</li> </ul>
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: TEACH Academy of Technologies

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DATE OF VISIT: 4/11/2024

**O3: SPECIAL EDUCATION - QUALITY INDICATOR**

*The school has a system in place to ensure that the school:*

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains mandated IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and, as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records</li> <li><input checked="" type="checkbox"/> The school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and, as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records</li> <li><input type="checkbox"/> The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/></li> <li><input type="checkbox"/> The school has a minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements</li> <li><input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA</li> <li><input type="checkbox"/> Charter school does not participate in LAUSD's SELPA</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Welligent IEP Timeline and Service Tracking Reports</li> <li><input checked="" type="checkbox"/> District Validation Review (DVR)</li> <li><input checked="" type="checkbox"/> Annual Self-Review Checklist</li> <li><input checked="" type="checkbox"/> Professional Development documentation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> </ul>





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**04: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR**

*The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:*

- Align with principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, schoolwide positive behavior support, and data monitoring
- Provide positive opportunities for student wellness, growth, and success, aimed at making the school safe, welcoming, supportive, and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student groups
- Minimize chronic absenteeism for all students and student groups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4

	Rubric	Sources of Evidence
<b>Performance</b>	<p><input type="checkbox"/> The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups</p> <p><input checked="" type="checkbox"/> The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups</p> <p><input type="checkbox"/> The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</p> <p><input type="checkbox"/> The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.</p>	<p><input checked="" type="checkbox"/> Positive school climate system and Restorative Justice documentation</p> <p><input checked="" type="checkbox"/> Documentation of systems to prevent acts of bullying</p> <p><input checked="" type="checkbox"/> Professional Development documentation</p> <p><input checked="" type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Sets for suspension, expulsion, and disproportionality</p> <p><input checked="" type="checkbox"/> Classroom/site Observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Stakeholder focus group</p> <p><input type="checkbox"/> Other: (Specify)</p>



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**O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR**

*The school has a system for stakeholder engagement, including gathering input, facilitating, and encouraging involvement, sharing information, and resolving concerns, which:*

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP
- Implements a School Site Council (SSC), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements</li> <li><input checked="" type="checkbox"/> The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements</li> <li><input type="checkbox"/> The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Yearlong Calendar of stakeholder engagement events/meetings.</li> <li><input checked="" type="checkbox"/> Stakeholder Engagement</li> <li><input checked="" type="checkbox"/> Stakeholder Consultation</li> <li><input checked="" type="checkbox"/> School Site Council (SSC) documentation</li> <li><input checked="" type="checkbox"/> Parent Advisory Committee (PAC) documentation</li> <li><input checked="" type="checkbox"/> English Learners Advisory Committee (ELAC) documentation</li> <li><input checked="" type="checkbox"/> Foster Youth/Students Experiencing Homelessness Designee</li> <li><input checked="" type="checkbox"/> School website</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**O6: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR**

*The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:*

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code § 47605.4(a))
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances as applicable, prior to the provision of service, and keeps all clearances current



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- School employees and other mandated reporters working on behalf of the school receive annual training on child abuse awareness and reporting, in accordance with the requirements of Ed. Code, § 44691
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215
- Staff receive annual training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Rubric		Sources of Evidence
<b>Performance</b>	<p><input type="checkbox"/> The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance</p> <p><input checked="" type="checkbox"/> The school has implemented and monitors systems and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p><input type="checkbox"/> The school has partially implemented and/or intermittently monitors systems and procedures leading to inconsistent compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p><input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p>Note: The rating of this indicator incorporates the ESSA Grid and evidence provided by the charter school in its Triannual submission and at the time of the oversight visit for those staff and/or vendors not included in the Triannual submission.</p>	<p><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”)</p> <p><input checked="" type="checkbox"/> Staff roster</p> <p><input checked="" type="checkbox"/> School master schedule</p> <p><input checked="" type="checkbox"/> Custodian(s) of Records documentation</p> <p><input checked="" type="checkbox"/> Criminal Background Clearance Certifications</p> <p><input checked="" type="checkbox"/> Teaching credential/authorization documentation</p> <p><input checked="" type="checkbox"/> Vendor clearances and credentialing certifications</p> <p><input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification</p> <p><input type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):**

N/A



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**Review of Health and Safety Compliance Items**

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

**A charter school cannot receive a rating in this category greater than 1 if the items below are not evident.**

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282(a)(2)(A)(J), and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school’s Integrated Safe School Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**A charter school cannot receive a rating in this category greater than 2 if any of the items below are not evident.**  
If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of 1 in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32280)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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Stock and maintenance of the required number and type of emergency epinephrine auto-injectors (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>Notes:</b> Based on the 2023-2024 TEACH Academy of Technologies Emergency Drills Calendar, at the time of the oversight visit, the school had conducted and/or scheduled 3 Fire Drills, 3 Lockdown/Active Shooter Drills, and 3 Earthquake drills. The school noted that moving forward to next school year, when the school calendars its emergency drills, it will make sure it is complying with Ed. Code requirements.</p> <p>Per Ed. Code §§ 32001: “Every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the fire alarm signal to be sounded not less than once every calendar month and shall conduct a fire drill at least once every calendar month at the elementary level and at least four times every school year at the intermediate levels.” Ed. Code §§ 32282 specifies, “A drop procedure [earthquake] practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.” (a.2.B.II)</p>		



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### Review of Transparency and Stakeholder Information Compliance Items

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

**A charter school cannot receive a rating in this category greater than 3 if any of the items below are not evident.**

Item	Evident	Not Evident
The following information posted to the school's website: <input checked="" type="checkbox"/> LCAP, per Ed. Code § 47606.5(h) <input checked="" type="checkbox"/> Current Board agenda in compliance with Brown Act, per Gov. Code, §54954.2(a)(1) <input checked="" type="checkbox"/> Policy on Pupil Suicide Prevention per Ed. Code § 234.6 <input checked="" type="checkbox"/> Title IX information, including a link to CDE's Title IX website per Ed. Code § 234.6 <input checked="" type="checkbox"/> Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 35256	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Access to approved charter	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605	N/A	N/A
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Notification of access to available mental health services, per Ed. Code § 49428. Additionally, charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5		
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Notes:  
None.



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	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		1,107,944	827,232	1,937,161	1,937,160		1,899,811	2,095,462	2,745,308	2,745,308		3,299,647	2,962,468	4,414,802	4,414,802
Accounts Receivable		1,000,874	923,777	1,412,006	1,414,277		2,476,374	2,288,869	1,929,373	1,929,374		437,698	1,777,906	1,925,773	2,100,760
Other Current Assets		99,726	73,528	27,851	27,851		100,205	59,404	50,578	50,578		1,410,688	99,023	35,685	33,950
<b>Total Current Assets</b>		<b>2,208,544</b>	<b>1,824,537</b>	<b>3,377,018</b>	<b>3,379,288</b>		<b>4,476,390</b>	<b>4,443,735</b>	<b>4,725,259</b>	<b>4,725,260</b>		<b>5,148,033</b>	<b>4,839,397</b>	<b>6,376,260</b>	<b>6,549,512</b>
Fixed and Other Assets		1,277,251	1,330,624	1,228,483	1,228,483		1,119,794	1,155,580	1,226,050	1,226,049		1,095,408	1,096,089	1,126,538	1,126,537
<b>Total Assets</b>		<b>3,485,795</b>	<b>3,155,161</b>	<b>4,605,501</b>	<b>4,607,771</b>		<b>5,596,184</b>	<b>5,599,315</b>	<b>5,951,309</b>	<b>5,951,309</b>		<b>6,243,441</b>	<b>5,935,486</b>	<b>7,502,798</b>	<b>7,676,049</b>
<b>Deferred Outflows of Resources</b>			0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		226,271	126,314	799,273	379,886		386,992	649,208	819,901	899,472		710,256	594,218	1,414,983	1,524,317
Other Long Term Liabilities		514,993	514,996	1,066,456	1,488,115		404,780	372,273	372,274	367,841		351,388	335,730	309,566	306,406
Unfunded OPEB Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Liabilities</b>		<b>741,264</b>	<b>641,310</b>	<b>1,865,729</b>	<b>1,868,001</b>		<b>791,772</b>	<b>1,021,481</b>	<b>1,192,175</b>	<b>1,267,313</b>		<b>1,061,644</b>	<b>929,948</b>	<b>1,724,549</b>	<b>1,830,723</b>
<b>Deferred Inflows of Resources</b>			0	0	0		0	0	0	0		0	0	0	0
<b>Net Assets</b>		<b>2,744,531</b>	<b>2,513,851</b>	<b>2,739,772</b>	<b>2,739,770</b>		<b>4,804,412</b>	<b>4,577,834</b>	<b>4,759,134</b>	<b>4,683,996</b>		<b>5,181,797</b>	<b>5,005,538</b>	<b>5,778,249</b>	<b>5,845,326</b>
Total Revenues	5,995,795	6,471,102	6,336,035	6,445,791	6,448,062	5,856,850	7,908,551	7,650,840	7,542,946	8,215,619	7,835,228	8,153,460	7,440,118	7,579,966	7,705,772
Total Expenditures	5,569,619	6,113,539	6,246,125	6,129,980	6,132,233	5,558,157	5,843,910	5,812,776	5,523,582	5,598,720	7,627,941	7,655,658	7,118,575	6,485,713	6,544,442
<b>Net Income / (Loss)</b>	<b>426,176</b>	<b>357,563</b>	<b>89,910</b>	<b>315,811</b>	<b>315,829</b>	<b>298,693</b>	<b>2,064,641</b>	<b>1,838,064</b>	<b>2,019,364</b>	<b>2,616,899</b>	<b>207,287</b>	<b>497,802</b>	<b>321,543</b>	<b>1,094,253</b>	<b>1,161,330</b>
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	(672,673)	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	<b>426,176</b>	<b>357,563</b>	<b>89,910</b>	<b>315,811</b>	<b>315,829</b>	<b>298,693</b>	<b>2,064,641</b>	<b>1,838,064</b>	<b>2,019,364</b>	<b>1,944,226</b>	<b>207,287</b>	<b>497,802</b>	<b>321,543</b>	<b>1,094,253</b>	<b>1,161,330</b>
Net Assets, Beginning	2,583,779	2,739,771	2,739,771	2,739,771	2,739,770	2,513,851	2,739,771	2,739,771	2,739,771	2,739,770	4,577,834	4,759,134	4,759,134	4,759,134	4,683,996
Adj. for restatement / Prior Yr Adj	0	0	36,972	36,972	0	224,938	0	(1)	(1)	0	329,528	(75,139)	(75,139)	(75,138)	0
<b>Net Assets, Beginning, Adjusted</b>	<b>2,583,779</b>	<b>2,739,771</b>	<b>2,776,743</b>	<b>2,776,743</b>	<b>2,739,770</b>	<b>2,738,789</b>	<b>2,739,771</b>	<b>2,739,770</b>	<b>2,739,770</b>	<b>2,739,770</b>	<b>4,907,362</b>	<b>4,683,995</b>	<b>4,683,995</b>	<b>4,683,996</b>	<b>4,683,996</b>
<b>Net Assets, End</b>	<b>3,009,955</b>	<b>3,097,334</b>	<b>2,866,653</b>	<b>3,092,574</b>	<b>3,055,599</b>	<b>3,037,482</b>	<b>4,804,412</b>	<b>4,577,834</b>	<b>4,759,134</b>	<b>4,683,996</b>	<b>5,114,649</b>	<b>5,181,797</b>	<b>5,005,538</b>	<b>5,778,249</b>	<b>5,845,326</b>
Unrestricted Net Assets		2,744,531	2,513,851	1,511,289	2,739,770		4,804,412	4,577,834	3,578,490	4,683,996		5,181,797	5,005,538	5,711,815	5,845,326
Restricted Net Assets		0	0	1,228,483	0		0	0	1,180,644	0		0	0	66,434	0

5982 TEACH Academy of Technologies	Audited Financials					2022-2023					2023-2024				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	1,937,160	2,745,308	4,414,802	6,186,625	0		3,732,790	4,031,255	6,166,981	6,186,625		6,578,324	6,059,484	0	0
Accounts Receivable	1,414,277	1,929,374	2,100,760	2,735,862	0		2,822,683	3,166,863	958,112	2,735,862		2,569,031	3,334,398	0	0
Other Current Assets	27,851	50,578	33,950	60,639	0		73,328	85,471	2,003,486	60,639		44,578	55,727	0	0
<b>Total Current Assets</b>	<b>3,379,288</b>	<b>4,725,260</b>	<b>6,549,512</b>	<b>8,983,126</b>	<b>0</b>		<b>6,628,801</b>	<b>7,283,589</b>	<b>9,128,579</b>	<b>8,983,126</b>		<b>9,191,933</b>	<b>9,449,610</b>	<b>0</b>	<b>0</b>
Fixed and Other Assets	1,228,483	1,226,049	1,126,537	19,208,397	0		1,035,430	1,146,461	1,252,155	19,208,397		1,169,112	19,142,007	0	0
<b>Total Assets</b>	<b>4,607,771</b>	<b>5,951,309</b>	<b>7,676,049</b>	<b>28,191,523</b>	<b>0</b>		<b>7,664,231</b>	<b>8,430,050</b>	<b>10,380,734</b>	<b>28,191,523</b>		<b>10,361,045</b>	<b>28,591,616</b>	<b>0</b>	<b>0</b>
<b>Deferred Outflows of Resources</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Current Liabilities	379,886	899,472	1,524,317	3,494,578	0		1,137,444	1,754,338	3,349,874	3,494,578		2,912,781	3,217,195	0	0
Other Long Term Liabilities	1,488,115	367,841	306,406	17,824,667	0		288,421	272,569	246,547	17,824,667		227,005	18,208,186	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	<b>1,868,001</b>	<b>1,267,313</b>	<b>1,830,723</b>	<b>21,319,245</b>	<b>0</b>		<b>1,425,865</b>	<b>2,026,907</b>	<b>3,596,421</b>	<b>21,319,245</b>		<b>3,139,786</b>	<b>21,425,381</b>	<b>0</b>	<b>0</b>
<b>Deferred Inflows of Resources</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Net Assets</b>	<b>2,739,770</b>	<b>4,683,996</b>	<b>5,845,326</b>	<b>6,872,278</b>	<b>0</b>		<b>6,238,366</b>	<b>6,403,142</b>	<b>6,784,313</b>	<b>6,872,278</b>		<b>7,221,259</b>	<b>7,166,235</b>	<b>0</b>	<b>0</b>
Total Revenues	6,448,062	8,215,619	7,705,772	8,741,442	0	7,609,046	8,351,769	8,451,129	8,763,431	8,741,442	8,689,268	9,449,505	9,316,524	0	0
Total Expenditures	6,132,233	5,598,720	6,544,442	7,714,490	0	7,595,458	7,891,509	7,826,092	7,824,445	7,714,490	8,237,485	9,073,931	9,022,567	0	0
<b>Net Income / (Loss)</b>	<b>315,829</b>	<b>2,616,899</b>	<b>1,161,330</b>	<b>1,026,952</b>	<b>0</b>	<b>13,588</b>	<b>460,261</b>	<b>625,037</b>	<b>938,987</b>	<b>1,026,952</b>	<b>451,783</b>	<b>375,574</b>	<b>293,957</b>	<b>0</b>	<b>0</b>
Operating Transfers In (Out) and Sources / Uses	0	(672,673)	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	<b>315,829</b>	<b>1,944,226</b>	<b>1,161,330</b>	<b>1,026,952</b>	<b>0</b>	<b>13,588</b>	<b>460,261</b>	<b>625,037</b>	<b>938,987</b>	<b>1,026,952</b>	<b>451,783</b>	<b>375,574</b>	<b>293,957</b>	<b>0</b>	<b>0</b>
Net Assets, Beginning	2,423,941	2,739,770	4,683,996	5,845,326	0	5,005,538	5,778,250	5,778,250	5,778,250	5,845,326	6,403,142	6,784,313	6,784,313	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	(145)	(145)	67,076	0	207,099	61,372	87,965	0	0
<b>Net Assets, Beginning, Adjusted</b>	<b>2,423,941</b>	<b>2,739,770</b>	<b>4,683,996</b>	<b>5,845,326</b>	<b>0</b>	<b>5,005,538</b>	<b>5,778,105</b>	<b>5,778,105</b>	<b>5,845,326</b>	<b>5,845,326</b>	<b>6,610,241</b>	<b>6,845,685</b>	<b>6,872,278</b>	<b>0</b>	<b>0</b>
<b>Net Assets, End</b>	<b>2,739,770</b>	<b>4,683,996</b>	<b>5,845,326</b>	<b>6,872,278</b>	<b>0</b>	<b>5,019,126</b>	<b>6,238,366</b>	<b>6,403,142</b>	<b>6,784,313</b>	<b>6,872,278</b>	<b>7,062,024</b>	<b>7,221,259</b>	<b>7,166,235</b>	<b>0</b>	<b>0</b>
Unrestricted Net Assets	2,739,770	4,683,996	5,845,326	6,872,278	0		0	343,857	6,784,313	6,872,278		7,221,259	7,166,235	0	0
Restricted Net Assets	0	0	0	0	0		0	598,266	0	0		0	0	0	0





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### FISCAL OPERATIONS

You have been assessed by the Fiscal Oversight team and you are receiving the rating of **4, Accomplished**.

**Other circumstances and information could influence the rating and are noted in this evaluation.**

#### Financial Highlights

TEACH Academy of Technologies' fiscal condition is positive and has been upward trending since the 2019-2020 fiscal year.

FINANCIAL HIGHLIGHTS					
TEACH Academy of Technologies	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Second Interim)
Net Assets	\$2,739,770	\$4,683,996	\$5,845,326	\$6,872,278	\$7,166,235
Net Income / <span style="color: red;">(Loss)</span>	\$315,829	\$2,616,899	\$1,161,330	\$1,026,952	\$293,957
Transfers In / <span style="color: red;">Out</span>	\$0	<span style="color: red;">(\$672,673)*</span>	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$1,937,160	\$2,745,308	\$4,414,802	\$6,186,625	\$6,059,484
Unrestricted Net Assets	\$2,739,770	\$4,683,996	\$5,845,326	\$6,872,278	\$7,166,235
Norm Enrollment Reported by the School	473	471	412	415	465
FINANCIAL RATIO ANALYSIS					
<b>Fund Reserve (Reserve for Economic Uncertainty)</b> (Unrestricted Net Assets /Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	44.68%	83.66%	89.32%	89.08%	79.43%



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<b>Cash Reserve Level</b> (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	31.59%	49.03%	67.46%	80.19%	67.16%
<b>Current Ratio (Working Capital Ratio)</b> (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	889.55%	525.34%	429.67%	257.06%	293.72%
<b>Debt Ratio</b> (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	40.54%	21.29%	23.85%	75.62%	74.94%

\*The outbound transfer of (\$672,673) for Fiscal Year 2020-2021 was primarily due to the realignment of the Paycheck Protection Program (PPP) loan forgiveness for TEACH Academy of Technologies. Initially, the entire PPP loan forgiveness amount of \$1,030,000 was allocated to TEACH Academy of Technology and then it was reallocated to each of the three TEACH schools and the TEACH home office accordingly.

### Charter Operator Fiscal Information

TEACH Public Schools, Inc.					
Source: Independent Audit Report for the Year Ending June 30, 2023					
# of Charter Schools		Including related parties and charter schools		Excluding related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
3	3	\$15,166,442	\$1,733,980	\$242,868	(\$298,303)*

\*TEACH Public Schools stated that the net loss is primarily due to mid-year salary increases and outstanding receivables from TEACH Las Vegas (TEACH Public Schools is the back-office provider for a separate non-profit TEACH school in Las Vegas, which is run by a separate and independent board.)

**Management Fees:** According to TEACH Public Schools, Inc., TEACH Academy of Technologies pays annual management fees of 9.5% to TEACH Public Schools, Inc. for administrative services such as: creating, preparing, and submitting the school's charter petitions, facilities costs, professional development, fiscal and compliance reporting, developing and executing fundraising efforts, providing guidance relating to the curriculum, and providing or contracting for office and other services, including accounting, payroll, human resources and billing, marketing, public



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relations, and information technology support. These management fees are calculated based on the total revenues of each school that TEACH Public Schools, Inc. operates.

**Areas of Demonstrated Strength and/or Progress:**

1. The school's fiscal condition is positive. Please refer to the Financial Highlights table above.

**Areas Noted for Further Growth and/or Improvement:**

No significant items noted.

**Other Observations (Items described in this section, which may not have been addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).**

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from TEACH Public Schools, Inc. (including bank statements, bank reconciliations, credit card statements, and check registers) for the three TEACH Public Schools, Inc. charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks across these TEACH Public Schools, Inc. charter schools, to assess overall compliance with TEACH Public Schools, Inc.'s *Fiscal Policies and Procedures manual*. Any areas noted as other observations below relating to TEACH Public Schools, Inc.'s and its charter schools' overall compliance to the aforementioned manual are indicated within each charter school's Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific TEACH Public Schools, Inc. school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each TEACH Public Schools, Inc. charter school.

**1. Type of Observation: Checks Outstanding for Over 180 Days**

- **Source(s) of Document Reviewed:** Check Register and Bank Reconciliation Reports.
- **Description of Observation:** The CSD noted five checks, drawn on TEACH charter schools' operating accounts ending in X7843 and X7876, that, as of December 31, 2023, had been outstanding for over 180 days. Details regarding this check are summarized below.

Item #	Acct. # Ending in	Check #	Check Issuance Date	Payee	Check Amount	Number of Days Check Outstanding (As of 12/31/2023)	Transaction Description	TEACH Public Schools' Response on 4/2/2024
1	X7843	63562	4/14/2023	Teachers on Reserve	\$940.75	261	Substitute services	Stop payment, void, and reissue (sent to wrong/old address) in process



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2	X7843	63596	5/3/2023	Bay Alarm Company	\$900.00	242	Alarm services	Stop payment, void, and reissue (sent to wrong/old address) in process
3	X7876	72399	5/12/2023	Essential Transportation	\$2,600.00	233	Transportation services	Stop payment, void, and reissue in process
4	X7843	63627	5/19/2023	PlanConnect	\$187.50	226	Plan services	Check was voided and payment was reissued
5	X7843	63707	6/29/2023	Teach Public Schools	\$18,025.00	185	Business Management Services	Inadvertently issued check to TEACH instead of Charter Impact. Check was voided and payment was reissued to Charter Impact.

Total: \$22,653.25

- **Charter Operator's Fiscal Policies and Procedures:** Page 12 of TEACH's Fiscal Policies & Procedures states: "Charter Impact will examine all paid checks for date, name, cancellation, and endorsement. Checks will be valid for 6 months, however any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system."
- **Charter School's or Charter Operator's Response:** TEACH stated that the accounts payable team would send e-mails to the TEACH team when checks reach 90 days. TEACH would then contact the vendor to determine status, request a stop payment, and re-issue of check if needed. All other stale checks would be voided and removed from the system if allowed by law.
- **CSD's Recommendations/Comments:** The CSD recommends that TEACH Public Schools strictly adhere to its governing board-approved fiscal policies and procedures regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for the specified periods of time, and maintain documentation of such, to reduce potential risks of bank overdrafts, inaccurate accounting, fraud, and violation of property rights.

The Charter Schools Division will review the issue referenced above by or during the next oversight visit. The results may be factored into the school's rating for next year.

**Corrective Action Required:**

None noted that require immediate action to remedy concerns in this report.

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):**

N/A



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1. Reviewed independent audit report for the Fiscal Year ended June 30, 2023, and noted the following:
  - a. Audit opinion: Unmodified/Unqualified.
  - b. Material weaknesses: None Reported.
  - c. Deficiencies/Findings: None Reported.
  - d. Lack of a Going Concern: None Reported.
2. The 2022-2023 audited and unaudited actuals do not mirror each other. The variance of \$1.7M in Accounts Receivable is primarily due to the combination of a) reclassification of \$1.9M "Due from Grantor Government", which was recorded in Accounts Receivable in the Audited Financials, but as Other Current Assets in the Unaudited Actuals, and b) reclassification of Intercompany Receivables for \$165K. The variances of \$17M in Fixed and Other Assets and Other Long-Term Liabilities are primarily due to the ASC 842 lease liabilities and the right of use asset that was recorded after the unaudited actuals.
3. The school's reported Norm Enrollment was 473, 471, 412, 415, and 465 students for Fiscal Years 2019-2020, 2020-2021, 2021-2022, 2022-2023, and 2023-2024 respectively, representing an accumulated decrease in enrollment of 8 students (or 1.7%) since Fiscal Year 2019-2020. The school's reported Norm Enrollment for Fiscal Year 2023-2024 is 465 students, which is 65 students (or approximately 16.3%) above its projected student enrollment for Fiscal Year 2023-2024 (i.e., 400 students) per the school's petition enrollment roll-out plan in its operative charter. As noted above, the school has maintained a balanced budget for Fiscal Year 2022-2023 and projects, a balanced budget for Fiscal Year 2023-2024 per its 2023-2024 Second Interim Financials. The CSD will continue to monitor the school's student enrollment through oversight.
4. A Segregation of Duties (SOD) review was conducted virtually at TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary via videoconference. No discrepancies were noted.

**II. Review of 2023-2024 Fiscal Preparation Guide**

1. Most current fiscal reports presented to the charter school's governing board at one of the meetings held in 2023-2024: a) Balance Sheet; b) Income Statement (Statement of Activities), and c) Monthly Cash Flow Projections were provided.
2. Minutes of the meeting and the board packet when the above fiscal reports (i.e., Items 1a., 1b., and 1c.) were presented to and approved by the charter school's governing board were provided.
3. Audit/fiscal reports issued by any public agency or third-party organizations, and the school's governing board minutes of all meetings reflecting the discussion of any of the fiscal reports and applicable audit findings resolution/corrective action were not provided as the charter school has indicated not applicable.
4. Minutes of the meeting when the 2023-2024 budget was adopted were provided.
5. Evidence of the benefits that the charter school is offering STRS, PERS, Social Security, 403B, and 457B benefits to its employees, and that this is done in a manner that is consistent with the charter terms and the Charter Schools Act (Education Code 47611) was provided.
6. Minutes of the meeting reflecting the selection of the independent auditor were provided.
7. Minutes of the meeting reflecting the discussion of the most current independent audit report were provided.
8. Minutes of the meeting reflecting the receipt, review, and discussion of the most current three interim financial reports (i.e., first interim and second interim financial reports, and unaudited actuals) submitted to LAUSD were provided.
9. Minutes of the meeting reflecting the discussion and resolution of complaints received from staff or vendors, if any, within the last year (i.e., 2022-2023) or since the last disclosure period, whichever is later were not provided as the charter school has indicated not applicable.



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10. Minutes of the meeting reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
11. A copy of the most current fiscal policies and procedures was provided.
12. Minutes of the meeting reflecting approval of the current fiscal policies and procedures and, if applicable, minutes of the meeting reflecting the approval of the current procurement policies and procedures were provided.
13. A copy of the charter school's organizational chart that depicts the current reporting structure of the charter school, including but not limited to, any board members, charter management organization (CMO) employees (when applicable), and/or school employees, who handle day-to-day finances and/or have responsibilities outlined within the charter school's fiscal policies and procedures was provided.
14. A summary of the total compensation paid in Fiscal Year 2022-2023, with a breakdown that includes the name of the employee, job title, regular pay, overtime pay, other pay, benefits, and total pay and benefits, for all executives, school leaders, administrators, directors, and non-certificated staff, who may have decision-making authority over the charter school, either employed directly by the charter school or the entity managing the charter school as defined by Education Code section 47604.1, including the organization's home office, CMO, any related party was provided.
15. A description of the relationship (legal, business or otherwise) the charter school maintains with any related party as defined in the CSD's 2023-2024 Fiscal Preparation Guide Item 14 was not provided as the charter school has indicated not applicable.
16. Copies of any and all of the most current signed and executed agreements/contracts within the last year (i.e., 2022-2023) or since the last update, whichever is later (including attachments and exhibits that accompany the agreements/contracts) with the administrative services provider and/or the back office services provider, or the charter school's operator and/or charter school's home office (e.g., management contracts, service agreements, license agreements, affiliation agreements, contract amendments, etc.) were provided.
17. Minutes of the meeting reflecting approval of the management fees, licensing fees, or any other fees were provided.
18. A copy of the sole statutory member's by-laws, and a copy of the sole statutory member's articles of incorporation were not provided as the charter school has indicated not applicable.
19. The most current accounts payable aging report listing the balances owed, vendor names, invoice numbers, invoice dates, number of days outstanding, and, if applicable, explanations for 90+ days outstanding invoice(s) or outstanding invoices exceeding the number of days in accordance with the charter school's fiscal policies and procedures was provided.
20. Check registers, or a list of all issued checks/cash disbursements, including voided checks (when the school's payments are outsourced to a third-party provider), documenting all checks and electronic debit transactions for the prior 12 months (spanning from January 2023 to December 2023) were provided. Reviewed 25 checks (and 5 electronic credit/debit transactions). No discrepancies were noted.
21. a) A list of all active credit card account(s), b) A list of all closed credit card account(s) within the last year, and c) All credit card statements for the most current six months were not provided as the charter school has declared that it has no credit cards at this time.
22. a) A list of all active school bank account(s), b) Monthly bank statements and reconciliation reports for the most current six months (spanning from July 2023 to December 2023), were provided. Selected the months of July 2023 through December 2023 for sample testing. The CSD's observations were noted under Other Observations.
23. Student body financial records (including ASB policies and procedures, budgets, cash flow statements and projections, bank statements with reconciliations for the most current six months, audit reports, and other fiscal reports, if applicable) were not provided as the charter school has indicated not applicable.
24. The most current inventory listing for both capitalized and non-capitalized equipment, including equipment description/type, brand/model, tag number, acquisition date, purchasing price, book value, asset life, and location of use was provided.
25. The webpage address where the charter school posts the Education Protection Account (EPA) revenue and expenditures report pertaining to the prior fiscal year (i.e., 2022-2023) (as required by Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution) was provided.



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26. The webpage address(es) where the charter school posts (1) Audited Financials, and (2) Local Control and Accountability Plan (LCAP), respectively, (or the school's assertion that its Audited Financial Statements are made available to members of the public) in accordance with Education Code section 47606.5(h) and/or LAUSD's Charter School Transparency Resolution were provided.
27. Documents pertaining to the charter operator's/school's financing/borrowing activities were provided. Per TEACH Public Schools, Inc.'s 2022-2023 audit report, in August 2018, the organization obtained a loan in the amount of \$372,360. The note is secured by modular buildings previously purchased by the organization. This note does not have a stated interest rate but requires monthly payments of \$5,721.22 and has an imputed interest rate of 7.55%. This note matures on July 1, 2025. The balance as of June 30, 2023, was \$115,254.
28. A copy of the current facility lease agreement(s) for the school's private site(s), if applicable, along with the approved meeting minutes of the school governing board's approval of the lease agreement(s) were provided.
29. The charter school's plan(s) for the purchase, new lease, relocation, and/or expansion to new school site(s), facilities-related expansions, and/or major improvements to the existing and/or new school site(s) and pertinent documents such as financing documents, copies of construction contract, a copy of the lease agreement (if applicable), and the following information, as appropriate: were not provided as the charter school has indicated not applicable.
30. Disclosure of legal issues was not provided as the charter school has indicated not applicable.



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**Fiscal Operations Rubrics**

***Existing School** – a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 1, 2, 3, or 4.*

***New School** – a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools may receive a rating of 1 or 2.*

<p><i><b>An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4].</u></b></i></p>	<p><i><b>An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3].</u></b></i></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net assets are positive in the prior two audits;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings;</li> <li>4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers’ Retirement System (CalSTRS), California Public Employees’ Retirement System (CalPERS), Fiscal Crisis &amp; Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings;</li> <li>5. Vendors and staff are consistently paid in a timely manner;</li> <li>6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>7. Charter school consistently adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>8. Governing board adopts the annual budget;</li> <li>9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD;</li> <li>10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>11. There is no apparent conflict of interest;</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net assets are positive in the most current audit;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The most current annual independent audit shows no material weaknesses, deficiencies and/or findings;</li> <li>4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;</li> <li>5. Vendors and staff are generally paid in a timely manner;</li> <li>6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>7. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>8. Governing board adopts the annual budget;</li> <li>9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD;</li> <li>10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>11. There is no apparent conflict of interest;</li> <li>12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP are posted on the charter school’s website;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> </ol>





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: TEACH Academy of Technologies

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/11/2024

*An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as **Accomplished [Rating of 4]**.*

12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP submitted to the appropriate agencies, are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner;
15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year;
16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is consistently in place;
18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current two annual independent audits;

*An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as **Proficient [Rating of 3]**.*

14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is generally in place;
18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;



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SCHOOL NAME: TEACH Academy of Technologies

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<p><b><i>An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished</u> [Rating of 4].</i></b></p>	<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient</u> [Rating of 3].</i></b></p>
<ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses in the most current two annual independent audits;</li> <li>3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current two annual independent audits;</li> <li>4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audits;</li> <li>5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings;</li> <li>7. The most current annual independent audit is submitted to the appropriate agencies, including the school’s chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</li> <li>8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</li> </ol>	<ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses in the most current annual independent audit;</li> <li>3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;</li> <li>4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;</li> <li>5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings;</li> <li>7. The most current annual independent audit is submitted to the appropriate agencies, including the school’s chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</li> <li>8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</li> </ol>

<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the</li> </ol>	<p><b><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></b>  A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter</p>



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<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p>school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;</p> <ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is positive; and</li> <li>3. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<u>5 CCR § 15450 Reserves</u>) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;</li> <li>3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;</li> <li>4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;</li> <li>5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> </ol>	<p>school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



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<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<ol style="list-style-type: none"> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings;</li> <li>7. The most current annual independent audit is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</li> <li>8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</li> </ol>	
<p><b><i>A new school that, at a minimum, meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Interim reports and/or unaudited actuals project positive net assets;</li> <li>2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;</li> <li>3. If enrollment is significantly below the enrollment per the school's <i>Pupil Estimates for New or Significantly Expanding Charters</i> report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections;</li> <li>4. Governing Board adopts the annual budget;</li> <li>5. The governing board reviews and discusses the charter school's financial reports as evidenced by the governing board meeting minutes;</li> </ol>	<p><b><u>New Schools:</u></b></p> <p><b><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: TEACH Academy of Technologies

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/11/2024**

<p><i>A new school that, at a minimum, meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<p>6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;</p> <p>7. The most current governing board-approved LCAP is posted on the charter school’s website; and</p> <p>8. The LCAP is submitted to the appropriate agencies.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: TEACH Prep MSC & EHM ES

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/16/2024

# ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\*

## 2023-2024 SCHOOL YEAR

### FOR

**TEACH PREPARATORY MILDRED S. CUNNINGHAM & EDITH H. MORRIS ELEMENTARY  
SCHOOL - 2452**

Name and Location Code of Charter School

#### LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

#### CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

#### CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

\* 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 matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD continues to respond to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned CSD Administrator will provide any updated information reach out with more details, as needed.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: TEACH Prep MSC & EHM ES

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/16/2024

<b>Charter School Name:</b>	<b>TEACH Preparatory Mildred S. Cunningham &amp; Edith H. Morris Elementary</b>			<b>Location Code:</b>	<b>2452</b>
<b>Current Address:</b>	<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
8505 S. Western Avenue	Los Angeles	90047	(323) 872-0708	(323) 351-2330	
<b>Current Term of Charter<sup>1</sup>:</b>	<b>LAUSD Board District:</b>		<b>LAUSD Region:</b>		
July 1, 2018 to June 30, 2026	1		South		
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Number Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 126</b>	
274	400				
<b>Grades Currently Served:</b>	<b>Grades To Be Served Per Charter:</b>	<b>Percent Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 31.5%</b>	
TK-5	TK-5				
<b>Norm Enrollment Number:</b>	272				
<b>Total Number of Staff Members:</b>	27	<b>Certificated:</b>	10	<b>Classified:</b>	17
<b>Charter School's Leadership Team Members:</b>	Sharon Rhee- Principal; Dr. Raul Carranza- CEO/Executive Director of TEACH Public Schools; Shawna Lawson- Business Operations Manager; Brianna Williams- Human Resources Manager; Luis Ramirez- Director of Enrollment & Recruitment; Antonio Caballero- Assistant Principal; Enrique Robles- Director of Operations & Data Strategy; Suzette Torres- Director of Academic Data & Assessment				
<b>Charter School's Contact for Special Education:</b>	Daniela Garcia- Director of Special Education	<b>SELPA &amp; Option:</b>		LAUSD- Option 2	
<b>CSD Assigned Administrator:</b>	José Salas	<b>CSD Fiscal Oversight Manager:</b>		Joseph Daee	
<b>Other School/CSD Team Members:</b>	James Perreault				
<b>Oversight Visit Date(s):</b>	2/16/2024	<b>Fiscal Review Date (if different):</b>		1/31/2024	
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):</b>	No	<b>LAUSD Co-Location Campus(es) (if applicable):</b>		N/A	
<b>Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)</b>	COO	<b>COO/TCO Approved Grade Levels and Occupancy Loads:</b>		TK-5; Max Occupancy - 359	

<b>SUMMARY OF RATINGS</b>			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
<b>Governance</b>	<b>Student Achievement and Educational Performance</b>	<b>Organizational Management, Programs, and Operations</b>	<b>Fiscal Operations</b>
<b>3, Proficient</b>	<b>2, Developing</b>	<b>3, Proficient</b>	<b>4, Accomplished</b>

<sup>1</sup> Education Code section 47607.4 provides that "all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year."



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: TEACH Prep MSC & EHM ESAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/16/2024

## CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met specific renewal criteria prescribed in statute. .

## REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

**Governance** – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

**Student Achievement and Educational Performance** – demonstrating positive academic achievement and growth for all students

**Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school

**Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2023-2024*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and

(1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [\*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: TEACH Prep MSC & EHM ESAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/16/2024

GOVERNANCE	RATING*
Summary of School Performance	3, Proficient
<b><u>Areas of Demonstrated Strength and/or Progress</u></b>	
<p><b>G1: Governance Structure and Compliance Monitoring-</b> The Governing Board has fully implemented the organizational structure set forth in the school's operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies as evidenced by:</p> <ul style="list-style-type: none"> <li>➤ The provided organizational chart which aligns with the operative charter indicating: <ul style="list-style-type: none"> <li>○ The CEO of TEACH Public Schools reports to the TEACH Public Schools Board of Directors</li> <li>○ The Chief Operating Officer/Chief Financial Officer supervises the Director of Governance and Compliance, Director of Operations and Data Systems, Director of Human Resources, Business Operations Manager, and Director of Student Recruitment and Parent Engagement</li> <li>○ There are three LAUSD-authorized charter schools that are part of TEACH Public Schools</li> </ul> </li> <li>➤ TEACH Inc. adopted its bylaws on November 13, 2017, which state that the number of directors shall be no less than five and no more than nine.</li> <li>➤ The documentation provided noted the Board has scheduled nine meetings for the 2023-2024 school year.</li> <li>➤ The Compliance Monitoring Certification of Board Compliance Review form was certified by the TEACH Public Schools Board on December 19, 2023.</li> </ul> <p><b>G2: Due Process-</b> The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public, including but not limited to:</p> <ul style="list-style-type: none"> <li>➤ 2023-2024 Student and Parent Handbook (English/Spanish); Employee Handbook 2023-2024; Anti-Discrimination and Anti-Harassment Policy; Title IX Sexual-Harassment Policy and Grievance Procedure; Anti-Intimidation and Anti-Bullying Policy; Due Process Rights for Students Facing Disciplinary Action; Uniform Complaint Procedure Policy (English/Spanish), and a General Complaints Policy.</li> </ul>	
<b><u>Areas Noted for Further Growth and/or Improvement</u></b>	
None at this time.	
<b><u>Corrective Action Required</u></b>	
None noted that require immediate action to remedy concerns indicated in this report.	
Notes:	
TEACH Prep MSC & EHM ES cannot receive a rating greater than 3 in this category, as the school has received an overall rating of 2 in the Student Achievement and Educational Performance category (see the highlighted note below).	
<b><u>*NOTE:</u></b>	
<ul style="list-style-type: none"> <li>• <i>A charter school may receive a rating of 1 in this category for any of the following reasons: (1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), (2) School is in breach of the operative charter, including Federal, State, and District</i></li> </ul>	



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***Required Language, (3) School is “Not in Good Standing,” and/or (4) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, and/or significant audit findings, etc.).***

- A charter school cannot receive a rating greater than 3 in this category if it receives an overall rating of 2 or 1 in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).***



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**G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING – QUALITY INDICATOR**

*The Governing Board has implemented the organizational structure, roles, and responsibilities set forth in the approved charter and applicable law, including:*

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school’s charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public-integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in the school’s operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)</li> <li><input checked="" type="checkbox"/> The Governing Board has implemented the organizational structure set forth in the school’s operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act,. Gov. Code, § 54950 et seq.)</li> <li><input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in the school’s operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)</li> <li><input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in the school’s operative charter; and/or has no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Organizational chart in approved charter</li> <li><input checked="" type="checkbox"/> Organizational chart (current)</li> <li><input checked="" type="checkbox"/> Board member roster</li> <li><input checked="" type="checkbox"/> Bylaws (current)</li> <li><input checked="" type="checkbox"/> Board Committee(s) Calendar(s)</li> <li><input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review</li> <li><input checked="" type="checkbox"/> Observation of Governing Board meeting(s)</li> <li><input checked="" type="checkbox"/> Discussion with leadership</li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**G2: DUE PROCESS – QUALITY INDICATOR**

*The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school’s charter, and LAUSD charter school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:*

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP



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Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input checked="" type="checkbox"/> The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Student Discipline Policy <input checked="" type="checkbox"/> Employee Grievance and Discipline Policy <input checked="" type="checkbox"/> Uniform Complaint Procedures Policy and form(s) <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)

**G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM - QUALITY INDICATOR**

<p><i>The Governing Board has systems in place to ensure ongoing:</i></p> <ul style="list-style-type: none"> <li>Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence</li> <li>Monitoring of the school’s implementation of its Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)</li> <li>Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE’s Charter School Transparency Resolution, as well as consideration of input from the school’s committees/councils and stakeholders</li> </ul>	
Rubric	Sources of Evidence



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<b>Performance</b>	<input type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input checked="" type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board inconsistently considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board seldom or does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	<input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Board member and executive leadership training <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)
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**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS - QUALITY INDICATOR**

<p><i>The Governing Board has systems in place to ensure ongoing:</i></p> <ul style="list-style-type: none"> <li>Monitoring of staffing needs and the school’s compliance with all applicable credentialing, clearance, and training requirements</li> <li>Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff</li> <li>Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



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<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff</li> <li><input checked="" type="checkbox"/> The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of all school-based staff and executive level leadership staff</li> <li><input type="checkbox"/> The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of all school-based staff and/or executive level leadership staff</li> <li><input type="checkbox"/> The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of all school-based staff and/or executive level leadership staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Human Resources Policies and Procedures</li> <li><input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation</li> <li><input checked="" type="checkbox"/> Evaluation of Executive Leadership</li> <li><input checked="" type="checkbox"/> Evaluation of all school-based staff</li> <li><input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review</li> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”)</li> <li><input checked="" type="checkbox"/> Observation of Governing Board meeting(s)</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>
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**G5: FISCAL CONDITION - QUALITY INDICATOR**

*The Governing Board has a system in place to ensure fiscal viability:*

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Rubric	Sources of Evidence
Performance	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, <i>Accomplished</i>) in the most current two independent audit reports, <u>and</u>, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</p> <p><input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division*</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division*</p> <p>*Additional considerations that could influence the rating may include: inadequate cash flow; financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years; multi-year reliance on financing resources for the school’s operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level.</p> <p>**For example, the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes</p> <p><input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances</p> <p><input checked="" type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>



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**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR**

<p><i>The Governing Board has a system in place to ensure sound fiscal management and accountability:</i></p> <ul style="list-style-type: none"> <li>• The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.</li> <li>• The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.</li> </ul>	
Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school <b>consistently adheres</b> to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings</li> <li><input type="checkbox"/> The school <b>generally adheres</b> to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings</li> <li><input type="checkbox"/> The school is <b>not adhering</b> to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.)</li> <li><input type="checkbox"/> The school is <b>continuously not adhering</b> to the Governing Board approved fiscal policies and procedures, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)</li> </ul>
<p><b>Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):</b></p>	
<p>N/A</p>	





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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2, Developing
California Department of Education's (CDE) Charter School's Performance Category (as published in 2024)	Middle Performing
<p><b>The state identified the charter school as qualifying for Differentiated Assistance (DA)?</b> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO            Differentiated Assistance is technical assistance provided to Local Education Agencies (LEA) that the state has identified for underperformance. DA is targeted support that is available to LEAs that meet the eligibility requirements set by the State Board of Education (SBE).</p>	
<p><b>The charter school is a state-identified school under the Every Student Succeeds Act (ESSA).</b> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO  <b>If yes, the school's identification:</b> (See additional information within "Notes" section below)  <input type="checkbox"/> Comprehensive Support and Improvement (CSI)  <input checked="" type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><b><u>Areas of Demonstrated Strength and/or Progress</u></b>  <b>A10: Dashboard Schoolwide Suspension Rate</b>            ➤ The schoolwide Dashboard Suspension Rate Indicator color is Blue, as compared to the state's color of Orange. The school's 2023 percentage of students suspended at least one day (0.0%) is lower than the state average (3.5%).</p> <p><b><u>Areas Noted for Further Growth and/or Improvement</u></b>  <b>A1: Dashboard Schoolwide ELA and A2: Dashboard Student Group ELA</b>            ➤ The schoolwide Dashboard ELA Indicator color is Red, as compared to the state's color of Orange. The school's 2023 schoolwide ELA DFS (-81.7 DFS) is lower than the state average (-13.6 DFS).            ➤ None of the school's numerically significant student groups have "Status/DFS" scores above the statewide DFS                ○ The 2023 average DFS in ELA for the school's African American students (-84.7 DFS) is lower than the state average (-59.6 DFS)                ○ The 2023 average DFS in ELA for the school's English Learner students (-101.7 DFS) is lower than the state average (-67.7 DFS)                ○ The 2023 average DFS in ELA for the school's Socioeconomically Disadvantaged students (-82.3 DFS) is lower than the state average (-42.6 DFS)                ○ The 2023 average DFS in ELA for the school's Hispanic students (-78.1 DFS) is lower than the state average (-40.2 DFS)</p> <p>In light of these results, school leaders report implementing the following to improve ELA outcomes schoolwide and for its numerically significant student groups:                ○ Incorporation of the academic platforms Achieve 3000 and i-Ready for grades 3<sup>rd</sup> and 4<sup>th</sup>, and Smarty Ants for grades TK-2. School leadership reported that these supplemental online literacy programs provide nonfiction reading content to students and focus on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills.                ○ Teachers increase one-on-one instruction to students who are struggling on diagnostic tests. In addition, students are invited and encouraged to attend after-school tutoring to address low performance on FIAB, i-Ready, and/or NWEA performance.</p>	



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- School leadership reported that the use of Writers Workshop's graphic organizers, focused and intentional teacher check-ins, and Achieve 3000 helps teachers implement a wide variety of nonfiction reading materials, including diverse authors, genres, and formats.
- The school reported that continuous monitoring, the adjustment of instructional strategies, and targeted interventions based on data allow teachers to support students effectively and more efficiently in their classrooms.

### **A3: Dashboard Schoolwide Math and A4: Dashboard Student Group Math**

- The schoolwide Dashboard Math Indicator color is Orange, as compared to the state's color of Orange. The school's 2023 schoolwide Math DFS (-91.5 DFS) is lower than the state average (-49.1 DFS).
- Less than a majority of the numerically significant student groups have "Status/DFS" scores above the statewide DFS
  - The 2023 average DFS in Math for the school's Hispanic students (-80.5 DFS) is higher than the state average (-80.8 DFS)
  - The 2023 average DFS in Math for the school's African American (-105.2 DFS) is lower than the state average (-104.5 DFS)
  - The 2023 average DFS in Math for the school's Socioeconomically Disadvantaged students (-91.5 DFS) is lower than the state average (-80.8 DFS)
  - The 2023 average DFS in Math for the school's English Learner students (-94.6 DFS) is lower than the state average (-93.4 DFS)

In light of these results, school leaders report implementing the following to improve Math outcomes schoolwide and for its numerically significant student groups:

- The mathematics curriculum is aligned with the California State Standards and math intervention programs such as i-Ready and Aleks are used as targeted support for struggling math students. Teachers continuously assess students via formative assessments, which allows them to adjust their strategies promptly.
- Teachers receive ongoing professional development to refine their instructional strategies, focusing on incorporating technology, differentiating instruction, and addressing common mathematics misconceptions.
- Teachers utilize research-based approaches and small-group instruction in the classroom to improve instruction for all students. The integration of hands-on mathematics games in the classroom, along with Kahoot, an online platform, is incorporated into mathematics lessons to make learning enjoyable and enhance conceptual understanding.
- School leadership encourages and cultivates a positive math culture, valuing both effort and achievement and creating a dynamic environment aimed at improving student outcomes in mathematics. Parental involvement is encouraged through communication about the school's math curriculum and resources to support learning at home.

### **A8: Dashboard Schoolwide Chronic Absenteeism- (Grades K-8)**

The schoolwide Dashboard Chronic Absenteeism Indicator color is Red, as compared to the state's color of Yellow. The school's 2023 percentage of chronically absent students (56%) is higher than the state average (24.3%).

The school leader reports the following efforts to reduce schoolwide chronic absenteeism:

- The school's main office sends notifications and makes phone calls to inquire about the reasons for the absence and how they may be able to support.
- The school's Director of Parent Engagement communicates continuously with families and collects data on school community needs.
- The school has implemented a transportation system that picks up its students at designated locations and drops them off at TEACH school sites, which has improved attendance this school year.



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- Teachers communicate with families and parents regularly through Parent Square and also conduct wellness calls to determine why students are not in school.

### **Corrective Action Required**

None noted that require immediate action to remedy concerns indicated in this report.

### **Notes:**

#### **Additional Targeted Support and Improvement (ATSI)**

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary was identified in 2023 as an Additional Targeted Support and Improvement (ATSI) school. Per CDE requirements, it is the expectation that ATSI plans be fully developed and approved at the local level (school and LEA) no later than the first day of the 2024–25 school year. In partnership with educational partners, the school shall develop and implement a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system for Black or African American students that were the subject of the notification. This will ensure that students and the school receive a full year of intervention and support consistent with the ATSI plan.

#### **English Learner Reclassification**

As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the “Annual Reclassification (RFEP) Counts and Rates” for the 2021-2022 and 2022-2023 academic years. Please note that, depending on the release date of the 2021-2022 and 2022-2023 RFEP counts and rates, the District may elect to update and reissue a revised 2023-2024 Annual Performance-Based Oversight Visit Report.

***\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a Low-performing charter school based on the state’s published list.***



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DATE OF VISIT: 2/16/2024**A1: DASHBOARD SCHOOLWIDE ELA - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide Distance From Standard (“DFS”) <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide DFS; or Orange <input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)

**A2: DASHBOARD STUDENT GROUP ELA - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS <input checked="" type="checkbox"/> None of the school’s numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)

**A3: DASHBOARD SCHOOLWIDE MATH - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Math data (CDE)

Rubric		Sources of Evidence
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<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide DFS <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide DFS; or Orange <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)
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**A4: DASHBOARD STUDENT GROUP MATH - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.) (CDE)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have "Status/DFS" scores above the statewide DFS <input checked="" type="checkbox"/> Less than a majority of the numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> None of the school's numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

**A5: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS (ELPI) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide ELPI data (CDE)

	Rubric	Sources of Evidence



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<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage <input checked="" type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard ELPI color is Red <input type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)
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**A6: DASHBOARD SCHOOLWIDE COLLEGE/CAREER (CCI) - (GRADES 9-12) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide CCI data (CDE)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Very High <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is High; or Medium and at/above the statewide percentage <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Medium and below the statewide percentage; or Low <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Very Low <input type="checkbox"/> Not Available – No assessment of performance for this indicator <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

**A7: DASHBOARD STUDENT GROUP COLLEGE/CAREER (CCI) - (GRADES 9-12) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

	Rubric	Sources of Evidence



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<b>Performance</b>	<input type="checkbox"/> All numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> Not Available – No assessment of performance for this indicator <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)
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**A8: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM - (GRADES K-8) - QUALITY INDICATOR**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Green; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and above statewide percentage; or Orange <input checked="" type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)

**A9: DASHBOARD SCHOOLWIDE GRADUATION RATE - (GRADES 9-12) - QUALITY INDICATOR**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>



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<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard <input checked="" type="checkbox"/> Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)
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**A10: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

**A11: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION – QUALITY INDICATOR**

The information provided in this report on internal assessments is to determine the charter school's verified data implementation, as applicable. As part of renewal, as applicable, for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each in school or b) strong postsecondary outcomes equal to similar peers.

The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Education Code section 47607.2(c) (Link: [Approved List](#)). In addition, staff's review of the charter school's submitted materials will be based on the verified data sources and related information adopted by the State Board of Education (Ed. Code, § 47607.2(c)(3).) Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

**The information below is based on charter school's self-reported data and will not be scored.**





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The charter school did provide Verified Data for consideration.

**Academic Progress Indicator(s) for the 2022-2023 School Year:**

Academic Progress Indicator (ELA): i-Ready K-8 by Curriculum Associates, Grades K-8	Grade Levels: K-4	Assessment Administration: Fall/Spring	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Academic Progress Indicator (Math): i-Ready K-8 by Curriculum Associates, Grades K-8	Grade Levels: K-4	Assessment Administration: Fall/Spring	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

\*If the charter school did not meet the 95% participation, the charter school’s plan to address the participation is included in the Notes below.

1.  The charter school disaggregated student performance data for the following student groups:  
 The charter school did not disaggregate student performance data by student groups.
2. The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers’ administration and test security procedures.
3. The charter school provided the following verified data report(s):
  - i-Ready K-8 by Curriculum Associates: *Diagnostic Growth*
  - MAP Growth by NWEA: *Student Growth Summary Report*
  - Star Assessment by Renaissance: *Star Growth Report*
  - Other: Click or tap here to enter text.
  - The charter school did not provide the correct report from the publisher to determine one year’s growth.

**Notes:**  
 The school reported that since the permissions for i-Ready to filter by student group were not in place last year, it was not able to provide a report disaggregated by student group. However, the school noted that it is in place this school year, and moving forward, it will be able to provide subgroup data starting next school year.

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):**

N/A

**LOCAL CONTROL ACCOUNTABILITY PLAN 2023-2024 (For Informational Purposes Only)**

*The CSD reviewed the Local Control Accountability Plan.*

<b>All requested template information and descriptions were provided:</b>	<b>Sources of Evidence</b>
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	<input checked="" type="checkbox"/> LCFF Budget Overview for Parents <input checked="" type="checkbox"/> Plan Summary <input checked="" type="checkbox"/> Engaging Educational Partners <input checked="" type="checkbox"/> Goals and Actions <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students <input checked="" type="checkbox"/> Action Tables	<input checked="" type="checkbox"/> Local Control Accountability Plan <input checked="" type="checkbox"/> Board Agenda and Minutes
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Notes:

None at this time.



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	3, Proficient
<p><b><u>Areas of Demonstrated Strength and/or Progress</u></b></p> <p><b>O4: School Climate and Student Discipline-</b> The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups. Additionally, as evidenced by observations during the oversight visit and documents submitted in preparation for the visit, the school reported their effective school climate and student discipline to the following:</p> <ul style="list-style-type: none"> <li>➤ TEACH Preparatory Elementary School uses the Positive Behavioral Interventions and Supports (PBIS) framework to establish behavioral supports and social culture needed for all students at TEACH Elementary to achieve social, emotional, and academic success. It educates the whole child by introducing Character Pillars each month to support and enhance students' learning. Through the Character Pillars, along with the incorporation of Restorative Justice strategies, the school guides students to communicate effectively about how they are feeling, develop problem-solving skills, and build positive relationships with peers and staff so learning can take place.</li> <li>➤ School leadership reported that regular data collection and analysis occur to assess the effectiveness of interventions and make informed decisions for continuous student behavioral improvement. Moreover, all the TEACH Prep teachers use some type of behavior chart and/or rewards system in the classroom, and positive character displays are celebrated with verbal praise and recognized with awards.</li> <li>➤ Community partnerships provide community resources or referrals to students and/or families requiring additional support.</li> <li>➤ Certificated and Classified staff receive regular professional development to support student behavior and social-emotional learning.</li> <li>➤ Additional evidence of the schools' effectiveness in this area includes:</li> <li>➤ Per the LAUSD Office of Data &amp; Accountability's Data Sets for suspension, expulsion, and disproportionality, the school's 2022-2023 suspension event rate was 0.00%, and suspension disproportionality rates for the school's Students with Disabilities and African American student groups were 0.00% and 0.00%, respectively.</li> </ul> <p><b>O5: Stakeholder Engagement and Involvement-</b> The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements as evidenced by documents submitted in preparation for the visit including but not limited to:</p> <ul style="list-style-type: none"> <li>➤ A Stakeholder Engagement Calendar that includes Coffee with the Principal, Back to School Night, Understanding Student Data Workshop, Wellness Saturday, Parent Conferences, Parent-Teacher Potluck, English Learner Advisory Committee (ELAC) agendas and sign-ins, and School Site Council agendas and sign-ins.</li> <li>➤ Board meeting Calendar, Board agendas and Board minutes; Fiscal reports; Student Accountability Report Card; and LCAP meeting and updates.</li> </ul> <p><b><u>Areas Noted for Further Growth and/or Improvement</u></b> None at this time.</p> <p><b><u>Corrective Action Required</u></b> None noted that require immediate action to remedy concerns indicated in this report.</p>	



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**Notes:**

None.

**\*NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Training) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; (2) Failed to have Health, Safety, and Emergency Plan; (3) Failed to have an appropriate Certificate of Occupancy, or equivalent; and/or (4) The school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; (2) Any teacher of the instructional program is not appropriately credentialed and assigned per legal requirements and the school’s operative charter at any time during the academic year; and/or (3) Failed to provide evidence of any item on the “Review of Health and Safety Compliance Items” checklist below.*
- *A charter school cannot receive a rating in this category greater than 3 for the following reason: Failed to provide evidence of any item on the “Review of Transparency and Stakeholder Information Compliance Items” checklist below.*

**O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM – QUALITY INDICATOR**

*The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter by:*

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school’s charter
- Implementing a system to monitor student progress toward, and completion of, graduation and A-G requirements (**high schools only**)

Rubric	Sources of Evidence
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<b>Performance</b>	<input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report <input checked="" type="checkbox"/> The school has implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Key Features of the Educational Program <input checked="" type="checkbox"/> Standards-Based Instructional Program <input checked="" type="checkbox"/> Master Schedule/Course Schedule <input checked="" type="checkbox"/> Student Achievement Data Analysis <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)  High School: <input type="checkbox"/> System for monitoring student progress toward and completion of graduation and A-G Requirements <input type="checkbox"/> WASC Accreditation Notification Letter <input type="checkbox"/> UC Doorways course approval <input type="checkbox"/> Graduation Requirement/Policy <input type="checkbox"/> Math Placement Assessment Policy <input type="checkbox"/> Advanced Placement Exam: Participation Rate and Passage Rate <input type="checkbox"/> College acceptance and enrollment rates, and other postsecondary indicators
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**O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS - QUALITY INDICATOR**

<p><i>The school has a system in place to ensure:</i></p> <ul style="list-style-type: none"> <li>• Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school’s LCAP and by the CDE</li> <li>• Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards</li> <li>• Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions</li> <li>• Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



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<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report</li> <li><input checked="" type="checkbox"/> The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis</li> <li><input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or no evidence of systems to modify instruction based on data analysis</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Implementation of differentiated instructional strategies</li> <li><input checked="" type="checkbox"/> Intervention/Enrichment Program during the instructional day</li> <li><input checked="" type="checkbox"/> Student Group data analysis</li> <li><input checked="" type="checkbox"/> Professional Development documentation</li> <li><input checked="" type="checkbox"/> Classroom/site Observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> <p>English Learners</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Master Plan for English Learners</li> <li><input checked="" type="checkbox"/> Designated English Language Development (ELD) schedule</li> <li><input checked="" type="checkbox"/> Documentation of implementation of the school's Master Plan for English Learners</li> <li><input checked="" type="checkbox"/> Implementation of a data analysis system</li> </ul>
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**O3: SPECIAL EDUCATION - QUALITY INDICATOR**

***The school has a system in place to ensure that the school:***

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains mandated IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and, as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input checked="" type="checkbox"/> The school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and, as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input type="checkbox"/> The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> <input type="checkbox"/> The school has a minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA <input type="checkbox"/> Charter school does not participate in LAUSD's SELPA	<input checked="" type="checkbox"/> Welligent IEP Timeline and Service Tracking Reports <input checked="" type="checkbox"/> District Validation Review (DVR) <input checked="" type="checkbox"/> Annual Self-Review Checklist <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Discussion with school leadership



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**04: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR**

*The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:*

- Align with principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, schoolwide positive behavior support, and data monitoring
- Provide positive opportunities for student wellness, growth, and success, aimed at making the school safe, welcoming, supportive, and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student groups
- Minimize chronic absenteeism for all students and student groups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups <input checked="" type="checkbox"/> The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups <input type="checkbox"/> The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.	<input checked="" type="checkbox"/> Positive school climate system and Restorative Justice documentation <input checked="" type="checkbox"/> Documentation of systems to prevent acts of bullying <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, and disproportionality <input checked="" type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)





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**O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR**

*The school has a system for stakeholder engagement, including gathering input, facilitating, and encouraging involvement, sharing information, and resolving concerns, which:*

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP
- Implements a School Site Council (SSC), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input checked="" type="checkbox"/> The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input type="checkbox"/> The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns <input type="checkbox"/> The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Yearlong Calendar of stakeholder engagement events/meetings. <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> Stakeholder Consultation <input checked="" type="checkbox"/> School Site Council (SSC) documentation <input checked="" type="checkbox"/> Parent Advisory Committee (PAC) documentation <input checked="" type="checkbox"/> English Learners Advisory Committee (ELAC) documentation <input checked="" type="checkbox"/> Foster Youth/Students Experiencing Homelessness Designee <input checked="" type="checkbox"/> School website <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)

**O6: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR**

*The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:*

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code § 47605.4(a))
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances as applicable, prior to the provision of service, and keeps all clearances current



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- School employees and other mandated reporters working on behalf of the school receive annual training on child abuse awareness and reporting, in accordance with the requirements of Ed. Code, § 44691
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215
- Staff receive annual training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Rubric		Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance</li> <li><input checked="" type="checkbox"/> The school has implemented and monitors systems and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has partially implemented and/or intermittently monitors systems and procedures leading to inconsistent compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> </ul> <p>Note: The rating of this indicator incorporates the ESSA Grid and evidence provided by the charter school in its Triannual submission and at the time of the oversight visit for those staff and/or vendors not included in the Triannual submission.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”)</li> <li><input checked="" type="checkbox"/> Staff roster</li> <li><input checked="" type="checkbox"/> School master schedule</li> <li><input checked="" type="checkbox"/> Custodian(s) of Records documentation</li> <li><input checked="" type="checkbox"/> Criminal Background Clearance Certifications</li> <li><input checked="" type="checkbox"/> Teaching credential/authorization documentation</li> <li><input checked="" type="checkbox"/> Vendor clearances and credentialing certifications</li> <li><input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):**

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: TEACH Prep MSC & EHM ES

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**Review of Health and Safety Compliance Items**

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

**A charter school cannot receive a rating in this category greater than 1 if the items below are not evident.**

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282(a)(2)(A)(J), and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school’s Integrated Safe School Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**A charter school cannot receive a rating in this category greater than 2 if any of the items below are not evident.**  
If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of 1 in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32280)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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Stock and maintenance of the required number and type of emergency epinephrine auto-injectors (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.	N/A	N/A

**Notes:**

Based on the 2023-2024 TEACH Prep MSC & EHM ES Emergency Drills Calendar. The school has conducted and/or scheduled 3 Fire Drills, 3 Lockdown/Active Shooter Drills, and 3 Earthquake drills. The school noted that for the remainder of the school year, they will conduct a fire drill and an earthquake drill consistent with Ed. Code. Moving forward to next school year, when the school calendars its emergency drills, the school will make sure each month there is a fire drill and each quarter there is an earthquake drill in place.

Per Ed. Code §§ 32001 “Every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the fire alarm signal to be sounded not less than once every calendar month and shall conduct a fire drill at least once every calendar month at the elementary level.” Ed. Code §§ 32282 specifies, “A drop procedure [earthquake] practice shall be held at least once each school quarter in elementary schools” (a.2.B.II)



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### Review of Transparency and Stakeholder Information Compliance Items

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

**A charter school cannot receive a rating in this category greater than 3 if any of the items below are not evident.**

Item	Evident	Not Evident
The following information posted to the school's website: <input checked="" type="checkbox"/> LCAP, per Ed. Code § 47606.5(h) <input checked="" type="checkbox"/> Current Board agenda in compliance with Brown Act, per Gov. Code, §54954.2(a)(1) <input checked="" type="checkbox"/> Policy on Pupil Suicide Prevention per Ed. Code § 234.6 <input checked="" type="checkbox"/> Title IX information, including a link to CDE's Title IX website per Ed. Code § 234.6 <input checked="" type="checkbox"/> Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 35256	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Access to approved charter	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605	N/A	N/A
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	N/A	N/A



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<p>Notification of access to available mental health services, per Ed. Code § 49428. Additionally, charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Notes: None.</p>		



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

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2452 TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	2019-2020					2020-2021					2021-2022				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		211,987	94,981	82,441	82,441		29,140	196,506	175,033	175,032		550,385	742,657	1,355,792	1,355,793
Accounts Receivable		195,889	252,192	442,639	442,639		1,085,922	1,115,630	1,065,278	1,065,278		105,071	691,990	983,825	1,440,544
Other Current Assets		166,682	156,198	111,190	111,189		134,247	121,922	146,813	146,813		962,105	141,873	375,099	117,043
<b>Total Current Assets</b>		<b>574,558</b>	<b>503,371</b>	<b>636,270</b>	<b>636,269</b>		<b>1,249,309</b>	<b>1,434,058</b>	<b>1,387,124</b>	<b>1,387,123</b>		<b>1,617,561</b>	<b>1,576,520</b>	<b>2,714,716</b>	<b>2,913,380</b>
Fixed and Other Assets		77,080	103,470	103,471	103,469		111,816	127,076	164,501	164,503		160,317	156,409	199,139	200,725
<b>Total Assets</b>		<b>651,638</b>	<b>606,841</b>	<b>739,741</b>	<b>739,738</b>		<b>1,361,125</b>	<b>1,561,134</b>	<b>1,551,625</b>	<b>1,551,626</b>		<b>1,777,878</b>	<b>1,732,929</b>	<b>2,913,855</b>	<b>3,114,105</b>
<b>Deferred Outflows of Resources</b>		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		222,365	44,570	131,246	131,246		223,841	347,832	329,311	325,252		182,191	327,029	662,273	714,480
Other Long Term Liabilities		143,233	45,755	40,002	40,002		40,000	40,002	20,004	20,004		20,004	0	0	0
Unfunded OPEB Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Liabilities</b>		<b>365,598</b>	<b>90,325</b>	<b>171,248</b>	<b>171,248</b>		<b>263,841</b>	<b>387,834</b>	<b>349,315</b>	<b>345,256</b>		<b>202,195</b>	<b>327,029</b>	<b>662,273</b>	<b>714,480</b>
<b>Deferred Inflows of Resources</b>		0	0	0	0		0	0	0	0		0	0	0	0
<b>Net Assets</b>		<b>286,040</b>	<b>516,516</b>	<b>568,493</b>	<b>568,490</b>		<b>1,097,284</b>	<b>1,173,300</b>	<b>1,202,310</b>	<b>1,206,370</b>		<b>1,575,683</b>	<b>1,405,900</b>	<b>2,251,582</b>	<b>2,399,625</b>
Total Revenues	2,416,887	2,208,336	2,263,513	2,345,034	2,345,034	2,775,393	2,847,335	2,872,241	2,996,314	2,819,662	4,396,996	4,597,808	4,355,550	4,757,348	4,956,012
Total Expenditures	2,215,035	2,263,982	2,086,857	2,116,401	2,116,404	2,723,830	2,318,544	2,267,431	2,362,495	2,358,434	4,153,713	4,228,493	4,156,018	3,712,134	3,762,757
<b>Net Income / (Loss)</b>		<b>201,852</b>	<b>(55,646)</b>	<b>176,656</b>	<b>228,633</b>	<b>228,630</b>	<b>51,563</b>	<b>528,791</b>	<b>604,810</b>	<b>633,819</b>	<b>461,228</b>	<b>369,315</b>	<b>199,532</b>	<b>1,045,214</b>	<b>1,193,255</b>
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	176,652	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>		<b>201,852</b>	<b>(55,646)</b>	<b>176,656</b>	<b>228,633</b>	<b>228,630</b>	<b>51,563</b>	<b>528,791</b>	<b>604,810</b>	<b>633,819</b>	<b>637,880</b>	<b>243,283</b>	<b>369,315</b>	<b>199,532</b>	<b>1,045,214</b>
<b>Net Assets, Beginning</b>	307,100	568,493	568,493	568,493	568,490	516,516	568,493	568,493	568,493	568,490	1,173,300	1,202,309	1,202,309	1,202,309	1,206,370
Adj. for restatement / Prior Yr Adj	0	0	(1,826)	(1,826)	0	91,653	(3)	(2)	0	0	50,501	4,059	4,059	4,059	0
<b>Net Assets, Beginning, Adjusted</b>	307,100	568,493	566,667	566,667	568,490	608,169	568,493	568,490	568,491	568,490	1,223,801	1,206,368	1,206,368	1,206,368	1,206,370
<b>Net Assets, End</b>	<b>508,952</b>	<b>512,843</b>	<b>743,323</b>	<b>795,300</b>	<b>797,120</b>	<b>659,732</b>	<b>1,097,284</b>	<b>1,173,300</b>	<b>1,202,310</b>	<b>1,206,370</b>	<b>1,467,084</b>	<b>1,575,683</b>	<b>1,405,900</b>	<b>2,251,582</b>	<b>2,399,625</b>
Unrestricted Net Assets		286,040	516,516	465,023	568,490		1,097,284	1,173,300	1,037,808	1,206,370		1,575,683	1,405,900	2,251,582	2,399,625
Restricted Net Assets		0	0	103,470	0		0	0	164,502	0		0	0	0	0

2452 TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Audited Financials					2022-2023					2023-2024				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	82,441	175,032	1,355,793	3,201,462	0		1,397,166	2,023,202	3,172,553	3,201,462		3,553,076	2,551,447	0	0
Accounts Receivable	442,639	1,065,278	1,440,544	2,304,273	0		1,555,903	1,358,286	1,016,940	2,304,273		2,173,796	2,369,831	0	0
Other Current Assets	111,189	146,813	117,043	142,155	0		99,833	111,328	323,362	142,155		104,733	1,630,148	0	0
<b>Current Assets</b>	<b>636,269</b>	<b>1,387,123</b>	<b>2,913,380</b>	<b>5,647,890</b>	<b>0</b>		<b>3,052,903</b>	<b>3,492,816</b>	<b>4,512,855</b>	<b>5,647,890</b>		<b>5,831,605</b>	<b>6,551,426</b>	<b>0</b>	<b>0</b>
Fixed and Other Assets	103,469	164,503	200,725	11,979,333	0		218,897	217,426	216,822	11,979,333		175,911	11,954,774	0	0
<b>Total Assets</b>	<b>739,738</b>	<b>1,551,626</b>	<b>3,114,105</b>	<b>17,627,223</b>	<b>0</b>		<b>3,271,800</b>	<b>3,710,242</b>	<b>4,729,677</b>	<b>17,627,223</b>		<b>6,007,516</b>	<b>18,506,199</b>	<b>0</b>	<b>0</b>
<b>Deferred Outflows of Resources</b>	0	0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities	131,246	325,252	714,480	3,396,102	0		550,033	1,195,669	1,666,413	3,396,102		2,684,599	3,501,391	0	0
Other Long Term Liabilities	40,002	20,004	0	11,573,926	0		6	6	0	11,573,926		0	11,765,174	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	<b>171,248</b>	<b>345,256</b>	<b>714,480</b>	<b>14,970,028</b>	<b>0</b>		<b>550,039</b>	<b>1,195,675</b>	<b>1,666,413</b>	<b>14,970,028</b>		<b>2,684,599</b>	<b>15,266,565</b>	<b>0</b>	<b>0</b>
<b>Deferred Inflows of Resources</b>	0	0	0	0	0		0	0	0	0		0	0	0	0
<b>Net Assets</b>	<b>568,490</b>	<b>1,206,370</b>	<b>2,399,625</b>	<b>2,657,195</b>	<b>0</b>		<b>2,721,761</b>	<b>2,514,567</b>	<b>3,063,264</b>	<b>2,657,195</b>		<b>3,322,917</b>	<b>3,239,635</b>	<b>0</b>	<b>0</b>
Total Revenues	2,345,034	2,819,662	4,956,012	4,674,258	0	4,939,962	4,914,496	4,749,969	5,056,687	4,674,258	5,926,689	6,458,883	6,812,883	0	0
Total Expenditures	2,116,404	2,358,434	3,762,757	4,416,688	0	4,734,571	4,444,317	4,486,984	4,393,049	4,416,688	5,636,167	6,205,547	6,230,443	0	0
<b>Net Income / (Loss)</b>		<b>228,630</b>	<b>461,228</b>	<b>1,193,255</b>	<b>257,570</b>	<b>0</b>	<b>205,391</b>	<b>470,179</b>	<b>262,985</b>	<b>663,639</b>	<b>257,570</b>	<b>290,522</b>	<b>253,336</b>	<b>582,440</b>	<b>0</b>
Operating Transfers In (Out) and Sources / Uses	0	176,652	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>		<b>228,630</b>	<b>637,880</b>	<b>1,193,255</b>	<b>257,570</b>	<b>0</b>	<b>205,391</b>	<b>470,179</b>	<b>262,985</b>	<b>663,639</b>	<b>257,570</b>	<b>290,522</b>	<b>253,336</b>	<b>582,440</b>	<b>0</b>
<b>Net Assets, Beginning</b>	339,860	568,490	1,206,370	2,399,625	0	1,405,900	2,251,582	2,251,582	2,251,582	2,399,625	2,514,567	3,063,264	3,063,264	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	148,043	0	(45,618)	6,317	(406,069)	0	0
<b>Net Assets, Beginning, Adjusted</b>	339,860	568,490	1,206,370	2,399,625	0	1,405,900	2,251,582	2,251,582	2,399,625	2,399,625	2,468,949	3,069,581	2,657,195	0	0
<b>Net Assets, End</b>	<b>568,490</b>	<b>1,206,370</b>	<b>2,399,625</b>	<b>2,657,195</b>	<b>0</b>	<b>1,611,291</b>	<b>2,721,761</b>	<b>2,514,567</b>	<b>3,063,264</b>	<b>2,657,195</b>	<b>2,759,471</b>	<b>3,322,917</b>	<b>3,239,635</b>	<b>0</b>	<b>0</b>
Unrestricted Net Assets	568,490	1,206,370	2,399,625	2,657,195	0		0	204,139	3,063,264	2,657,195		3,322,917	3,239,635	0	0
Restricted Net Assets	0	0	0	0	0		0	204,139	0	0		0	0	0	0



LAUSD CHARTER SCHOOLS DIVISION

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### FISCAL OPERATIONS

You have been assessed by the Fiscal Oversight team and you are receiving the rating of **4, Accomplished**.

**Other circumstances and information could influence the rating and are noted in this evaluation.**

#### Financial Highlights

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary's fiscal condition is positive and has been upward trending since the 2019-2020 fiscal year.

FINANCIAL HIGHLIGHTS					
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Second Interim)
Net Assets	\$568,490	\$1,206,370	\$2,399,625	\$2,657,195	\$3,239,635
Net Income / (Loss)	\$228,630	\$461,228	\$1,193,255	\$257,570	\$582,440
Transfers In / Out	\$0	\$176,652*	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$82,441	\$175,032	\$1,355,793	\$3,201,462	\$2,551,447
Unrestricted Net Assets	\$568,490	\$1,206,370	\$2,399,625	\$2,657,195	\$3,239,635
Norm Enrollment Reported by the School	148	194	259	254	272
FINANCIAL RATIO ANALYSIS					
<b>Fund Reserve (Reserve for Economic Uncertainty)</b> (Unrestricted Net Assets /Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	26.86%	51.15%	63.77%	60.16%	52.00%





LAUSD CHARTER SCHOOLS DIVISION

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<b>Cash Reserve Level</b> (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	3.90%	7.42%	36.03%	72.49%	40.95%
<b>Current Ratio (Working Capital Ratio)</b> (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	484.79%	426.48%	407.76%	166.31%	187.11%
<b>Debt Ratio</b> (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	23.15%	22.25%	22.94%	84.93%	82.49%

\*The inbound transfer of \$176,652 for Fiscal Year 2020-2021 was primarily due to the realignment of the Paycheck Protection Program (PPP) loan forgiveness for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary. Initially, the entire PPP loan forgiveness amount of \$1,030,000 was allocated to TEACH Academy of Technology and then it was reallocated to each of the three TEACH schools and the TEACH home office accordingly.

### Charter Operator Fiscal Information

TEACH Public Schools, Inc.					
Source: Independent Audit Report for the Year Ending June 30, 2023					
# of Charter Schools		Including related parties and charter schools		Excluding related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
3	3	\$15,166,442	\$1,733,980	\$242,868	(\$298,303)*

\*TEACH Public Schools stated that the net loss is primarily due to mid-year salary increases and outstanding receivables from TEACH Las Vegas (TEACH Public Schools is the back-office provider for a separate non-profit TEACH school in Las Vegas, which is run by a separate and independent board.)

**Management Fees:** According to TEACH Public Schools, Inc., TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary pays annual management fees of 9.5% to TEACH Public Schools, Inc. for administrative services such as: creating, preparing, and submitting the school's charter petitions, facilities costs, professional development, fiscal and compliance reporting, developing and executing fundraising efforts, providing guidance relating to the curriculum, and providing or contracting for office and other services, including accounting, payroll, human resources and



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billing, marketing, public relations, and information technology support. These management fees are calculated based on the total revenues of each school that TEACH Public Schools, Inc. operates.

#### Areas of Demonstrated Strength and/or Progress:

1. The school's fiscal condition is positive. Please refer to the Financial Highlights table above.

#### Areas Noted for Further Growth and/or Improvement:

No significant items noted.

#### Other Observations (Items described in this section, which may not have been addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from TEACH Public Schools, Inc. (including bank statements, bank reconciliations, credit card statements, and check registers) for the three TEACH Public Schools, Inc. charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks across these TEACH Public Schools, Inc. charter schools, to assess overall compliance with TEACH Public Schools, Inc.'s *Fiscal Policies and Procedures manual*. Any areas noted as other observations below relating to TEACH Public Schools, Inc.'s and its charter schools' overall compliance to the aforementioned manual are indicated within each charter school's Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific TEACH Public Schools, Inc. school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each TEACH Public Schools, Inc. charter school.

#### 1. Type of Observation: Checks Outstanding for Over 180 Days

- **Source(s) of Document Reviewed:** Check Register and Bank Reconciliation Reports.
- **Description of Observation:** The CSD noted five checks, drawn on TEACH charter schools' operating accounts ending in X7843 and X7876, that, as of December 31, 2023, had been outstanding for over 180 days. Details regarding this check are summarized below.

Item #	Acct. # Ending in	Check #	Check Issuance Date	Payee	Check Amount	Number of Days Check Outstanding (As of 12/31/2023)	Transaction Description	TEACH Public Schools' Response on 4/2/2024
1	X7843	63562	4/14/2023	Teachers on Reserve	\$940.75	261	Substitute services	Stop payment, void, and reissue (sent to wrong/old address) in process



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2	X7843	63596	5/3/2023	Bay Alarm Company	\$900.00	242	Alarm services	Stop payment, void, and reissue (sent to wrong/old address) in process
3	X7876	72399	5/12/2023	Essential Transportation	\$2,600.00	233	Transportation services	Stop payment, void, and reissue in process
4	X7843	63627	5/19/2023	PlanConnect	\$187.50	226	Plan services	Check was voided and payment was reissued
5	X7843	63707	6/29/2023	Teach Public Schools	\$18,025.00	185	Business Management Services	Inadvertently issued check to TEACH instead of Charter Impact. Check was voided and payment was reissued to Charter Impact.

Total: \$22,653.25

- **Charter Operator’s Fiscal Policies and Procedures:** Page 12 of TEACH’s Fiscal Policies & Procedures states: “Charter Impact will examine all paid checks for date, name, cancellation, and endorsement. Checks will be valid for 6 months, however any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system.”
- **Charter School's or Charter Operator’s Response:** TEACH stated that the accounts payable team would send e-mails to the TEACH team when checks reach 90 days. TEACH would then contact the vendor to determine status, request a stop payment, and re-issue of check if needed. All other stale checks would be voided and removed from the system if allowed by law.
- **CSD’s Recommendations/Comments:** The CSD recommends that TEACH Public Schools strictly adhere to its governing board-approved fiscal policies and procedures regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for the specified periods of time, and maintain documentation of such, to reduce potential risks of bank overdrafts, inaccurate accounting, fraud, and violation of property rights.

The Charter Schools Division will review the issue referenced above by or during the next oversight visit. The results may be factored into the school’s rating for next year.

**Corrective Action Required:**

None noted that require immediate action to remedy concerns in this report.

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):**

N/A



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1. Reviewed independent audit report for the Fiscal Year ended June 30, 2023, and noted the following:
  - a. Audit opinion: Unmodified/Unqualified.
  - b. Material weaknesses: None Reported.
  - c. Deficiencies/Findings: None Reported.
  - d. Lack of a Going Concern: None Reported.
2. The 2022-2023 audited and unaudited actuals do not mirror each other. The variance of \$1.2M in Accounts Receivable is primarily due to the Intercompany Due to/from. The variances of \$11M in Fixed and Other Assets and Other Long-Term Liabilities are primarily due to the ASC 842 lease liabilities and the right of use asset that was recorded after the unaudited actuals. The variances of \$1.7M in Current Liabilities and (\$382K) and Revenue are primarily due to the combination of a) reclassification of revenue to payable, and b) reclassification of revenue to deferred revenue liabilities.
3. The school's reported Norm Enrollment was 148, 194, 259, 254, and 272 students for Fiscal Years 2019-2020, 2020-2021, 2021-2022, 2022-2023, and 2023-2024 respectively, representing an accumulated increase in enrollment of 124 students (or 83.8%) since Fiscal Year 2019-2020. The school's reported Norm Enrollment for Fiscal Year 2023-2024 is 272 students, which is 128 students (or approximately 32.0%) below its projected student enrollment for Fiscal Year 2023-2024 (i.e., 400 students) per the school's petition enrollment roll-out plan in its operative charter. As noted above, the school has maintained a balanced budget for Fiscal Year 2022-2023 and projects, a balanced budget for Fiscal Year 2023-2024 per its 2023-2024 Second Interim Financials. The CSD will continue to monitor the school's student enrollment through oversight.
4. A Segregation of Duties (SOD) review was conducted virtually at TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary via videoconference. No discrepancies were noted.

**II. Review of 2023-2024 Fiscal Preparation Guide**

1. Most current fiscal reports presented to the charter school's governing board at one of the meetings held in 2023-2024: a) Balance Sheet; b) Income Statement (Statement of Activities), and c) Monthly Cash Flow Projections were provided.
2. Minutes of the meeting and the board packet when the above fiscal reports (i.e., Items 1a., 1b., and 1c.) were presented to and approved by the charter school's governing board were provided.
3. Audit/fiscal reports issued by any public agency or third-party organizations, and the school's governing board minutes of all meetings reflecting the discussion of any of the fiscal reports and applicable audit findings resolution/corrective action were not provided as the charter school has indicated not applicable.
4. Minutes of the meeting when the 2023-2024 budget was adopted were provided.
5. Evidence of the benefits that the charter school is offering STRS, PERS, Social Security, 403B, and 457B benefits to its employees, and that this is done in a manner that is consistent with the charter terms and the Charter Schools Act (Education Code 47611) was provided.
6. Minutes of the meeting reflecting the selection of the independent auditor were provided.
7. Minutes of the meeting reflecting the discussion of the most current independent audit report were provided.
8. Minutes of the meeting reflecting the receipt, review, and discussion of the most current three interim financial reports (i.e., first interim and second interim financial reports, and unaudited actuals) submitted to LAUSD were provided.
9. Minutes of the meeting reflecting the discussion and resolution of complaints received from staff or vendors, if any, within the last year (i.e., 2022-2023) or since the last disclosure period, whichever is later were not provided as the charter school has indicated not applicable.



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10. Minutes of the meeting reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report. were provided.
11. A copy of the most current fiscal policies and procedures was provided.
12. Minutes of the meeting reflecting approval of the current fiscal policies and procedures and, if applicable, minutes of the meeting reflecting the approval of the current procurement policies and procedures were provided.
13. A copy of the charter school's organizational chart that depicts the current reporting structure of the charter school, including but not limited to, any board members, charter management organization (CMO) employees (when applicable), and/or school employees, who handle day-to-day finances and/or have responsibilities outlined within the charter school's fiscal policies and procedures was provided.
14. A summary of the total compensation paid in Fiscal Year 2022-2023, with a breakdown that includes the name of the employee, job title, regular pay, overtime pay, other pay, benefits, and total pay and benefits, for all executives, school leaders, administrators, directors, and non-certificated staff, who may have decision-making authority over the charter school, either employed directly by the charter school or the entity managing the charter school as defined by Education Code section 47604.1, including the organization's home office, CMO, any related party was provided.
15. A description of the relationship (legal, business or otherwise) the charter school maintains with any related party as defined in the CSD's 2023-2024 Fiscal Preparation Guide Item 14 was not provided as the charter school has indicated not applicable.
16. Copies of any and all of the most current signed and executed agreements/contracts within the last year (i.e., 2022-2023) or since the last update, whichever is later (including attachments and exhibits that accompany the agreements/contracts) with the administrative services provider and/or the back office services provider, or the charter school's operator and/or charter school's home office (e.g., management contracts, service agreements, license agreements, affiliation agreements, contract amendments, etc.) were provided.
17. Minutes of the meeting reflecting approval of the management fees, licensing fees, or any other fees were provided.
18. A copy of the sole statutory member's by-laws, and a copy of the sole statutory member's articles of incorporation were not provided as the charter school has indicated not applicable.
19. The most current accounts payable aging report listing the balances owed, vendor names, invoice numbers, invoice dates, number of days outstanding, and, if applicable, explanations for 90+ days outstanding invoice(s) or outstanding invoices exceeding the number of days in accordance with the charter school's fiscal policies and procedures was provided.
20. Check registers, or a list of all issued checks/cash disbursements, including voided checks (when the school's payments are outsourced to a third-party provider), documenting all checks and electronic debit transactions for the prior 12 months (spanning from January 2023 to December 2023) were provided. Reviewed 25 checks (and 5 electronic credit/debit transactions). No discrepancies were noted.
21. a) A list of all active credit card account(s), b) A list of all closed credit card account(s) within the last year, and c) All credit card statements for the most current six months were not provided as the charter school has declared that it has no credit cards at this time.
22. a) A list of all active school bank account(s), b) Monthly bank statements and reconciliation reports for the most current six months (spanning from July 2023 to December 2023), were provided. Selected the months of July 2023 through December 2023 for sample testing. The CSD's observations were noted under Other Observations.
23. Student body financial records (including ASB policies and procedures, budgets, cash flow statements and projections, bank statements with reconciliations for the most current six months, audit reports, and other fiscal reports, if applicable) were not provided as the charter school has indicated not applicable.
24. The most current inventory listing for both capitalized and non-capitalized equipment, including equipment description/type, brand/model, tag number, acquisition date, purchasing price, book value, asset life, and location of use was provided.
25. The webpage address where the charter school posts the Education Protection Account (EPA) revenue and expenditures report pertaining to the prior fiscal year (i.e., 2022-2023) (as required by Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution) was provided.



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26. The webpage address(es) where the charter school posts (1) Audited Financials, and (2) Local Control and Accountability Plan (LCAP), respectively, (or the school's assertion that its Audited Financial Statements are made available to members of the public) in accordance with Education Code section 47606.5(h) and/or LAUSD's Charter School Transparency Resolution were provided.
27. Documents pertaining to the charter operator's/school's financing/borrowing activities were not provided as the charter school has indicated not applicable.
28. A copy of the current facility lease agreement(s) for the school's private site(s), if applicable, along with the approved meeting minutes of the school governing board's approval of the lease agreement(s) were provided.
29. The charter school's plan(s) for the purchase, new lease, relocation, and/or expansion to new school site(s), facilities-related expansions, and/or major improvements to the existing and/or new school site(s) and pertinent documents such as financing documents, copies of construction contract, a copy of the lease agreement (if applicable), and the following information, as appropriate: were not provided as the charter school has indicated not applicable.
30. Disclosure of legal issues was not provided as the charter school has indicated not applicable.



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**Fiscal Operations Rubrics**

**Existing School** – a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 1, 2, 3, or 4.

**New School** – a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools may receive a rating of 1 or 2.

<p><b><i>An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4]</u>.</i></b></p>	<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3]</u>.</i></b></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net assets are positive in the prior two audits;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings;</li> <li>4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers’ Retirement System (CalSTRS), California Public Employees’ Retirement System (CalPERS), Fiscal Crisis &amp; Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings;</li> <li>5. Vendors and staff are consistently paid in a timely manner;</li> <li>6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>7. Charter school consistently adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>8. Governing board adopts the annual budget;</li> <li>9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD;</li> <li>10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>11. There is no apparent conflict of interest;</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net assets are positive in the most current audit;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The most current annual independent audit shows no material weaknesses, deficiencies and/or findings;</li> <li>4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;</li> <li>5. Vendors and staff are generally paid in a timely manner;</li> <li>6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>7. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>8. Governing board adopts the annual budget;</li> <li>9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD;</li> <li>10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>11. There is no apparent conflict of interest;</li> <li>12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP are posted on the charter school’s website;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> </ol>



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***An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished [Rating of 4].***

12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP submitted to the appropriate agencies, are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner;
15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year;
16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is consistently in place;
18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

**Note:** Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current two annual independent audits;

***An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient [Rating of 3].***

14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is generally in place;
18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).

**Note:** Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;





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<p><b><i>An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished</u> [Rating of 4].</i></b></p>	<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient</u> [Rating of 3].</i></b></p>
<ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current two annual independent audits;</li> <li>3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current two annual independent audits;</li> <li>4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audits;</li> <li>5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings;</li> <li>7. The most current annual independent audit is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</li> <li>8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</li> </ol>	<ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;</li> <li>3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;</li> <li>4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;</li> <li>5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings;</li> <li>7. The most current annual independent audit is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</li> <li>8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</li> </ol>

<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the</li> </ol>	<p><b><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></b> A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter</p>



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<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p>school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;</p> <ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is positive; and</li> <li>3. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<u>5 CCR § 15450 Reserves</u>) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;</li> <li>3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;</li> <li>4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;</li> <li>5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> </ol>	<p>school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



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<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<ol style="list-style-type: none"> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings;</li> <li>7. The most current annual independent audit is submitted to the appropriate agencies, including the school’s chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</li> <li>8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</li> </ol>	

<p><b><i>A new school that, at a minimum, meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Interim reports and/or unaudited actuals project positive net assets;</li> <li>2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;</li> <li>3. If enrollment is significantly below the enrollment per the school’s <i>Pupil Estimates for New or Significantly Expanding Charters</i> report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections;</li> <li>4. Governing Board adopts the annual budget;</li> <li>5. The governing board reviews and discusses the charter school’s financial reports as evidenced by the governing board meeting minutes;</li> </ol>	<p><b><u>New Schools:</u></b></p> <p><b><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school’s operation to mitigate the negative fiscal condition. The charter school’s governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p>



LAUSD CHARTER SCHOOLS DIVISION

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<p><i>A new school that, at a minimum, meets all of the <b>Required Criteria</b> listed below would be assessed eligible to be considered as <b>Developing</b> [Rating of 2].</i></p>	<p><i>A new school would be assessed as <b>Unsatisfactory</b> [Rating of 1] based on the statements below:</i></p>
<p>6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;</p> <p>7. The most current governing board-approved LCAP is posted on the charter school’s website; and</p> <p>8. The LCAP is submitted to the appropriate agencies.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: TEACH Tech Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/18/2024

# ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\*

## 2023-2024 SCHOOL YEAR

### FOR

### TEACH TECH CHARTER HIGH- 7608

Name and Location Code of Charter School

#### LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

#### CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

#### CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

\* 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 matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD continues to respond to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned CSD Administrator will provide any updated information reach out with more details, as needed.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: TEACH Tech Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/18/2024

<b>Charter School Name:</b>	<b>TEACH Tech Charter High</b>			<b>Location Code:</b>	<b>7608</b>
<b>Current Address:</b>	<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
10616 S. Western Avenue	Los Angeles	90047	(323) 872-0707	(323) 287-0051	
<b>Current Term of Charter<sup>1</sup>:</b>	<b>LAUSD Board District:</b>		<b>LAUSD Region:</b>		
July 1, 2019 to June 30, 2026	1		South		
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Number Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 59</b>	
381	440				
<b>Grades Currently Served:</b>	<b>Grades To Be Served Per Charter:</b>	<b>Percent Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 13.41%</b>	
9-12	9-12				
<b>Norm Enrollment Number:</b>	408				
<b>Total Number of Staff Members:</b>	44	<b>Certificated:</b>	28	<b>Classified:</b>	16
<b>Charter School's Leadership Team Members:</b>	Steven Menduke, Principal; Dr. Raul Carranza, CEO/Executive Director; Claudia Lopez, Assistant Principal; Maria Pimienta, Director of Human Resources; Suzette Torres, Director of Academic Data & Assessment; Brionna Williams, HR Manager; Asmin Quintero, Operations Manager; Jazmin Haydel, School Lead Counselor; Shawna Lawson, Business Manager; Enrique Robles, Director of Operations and Data Strategy, Jason Garcia, Assistant Principal of Culture.				
<b>Charter School's Contact for Special Education:</b>	Daniela Garcia, Director of SPED	<b>SELPA &amp; Option:</b>		LAUSD- Option 2	
<b>CSD Assigned Administrator:</b>	José Salas	<b>CSD Fiscal Oversight Manager:</b>		Joseph Dae	
<b>Other School/CSD Team Members:</b>	James Perreault, CSD Specialist				
<b>Oversight Visit Date(s):</b>	4/18/2024		<b>Fiscal Review Date (if different):</b>	N/A	
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):</b>	N/A		<b>LAUSD Co-Location Campus(es) (if applicable):</b>	N/A	
<b>Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)</b>	COO		<b>COO/TCO Approved Grade Levels and Occupancy Loads:</b>	Maximum Occupancy - 550	

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
<b>Governance</b>	<b>Student Achievement and Educational Performance</b>	<b>Organizational Management, Programs, and Operations</b>	<b>Fiscal Operations</b>
<b>3, Proficient</b>	<b>2, Developing</b>	<b>3, Proficient</b>	<b>4, Accomplished</b>

<sup>1</sup> Education Code section 47607.4 provides that “all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year.”



LAUSD CHARTER SCHOOLS DIVISION

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## CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met specific renewal criteria prescribed in statute. .

## REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

**Governance** – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

**Student Achievement and Educational Performance** – demonstrating positive academic achievement and growth for all students

**Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school

**Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2023-2024*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and

(1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [\*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.



LAUSD CHARTER SCHOOLS DIVISION

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GOVERNANCE	RATING*
Summary of School Performance	3, Proficient
<p><b><u>Areas of Demonstrated Strength and/or Progress</u></b></p> <p><b>G1: Governance Structure and Compliance Monitoring-</b> The Governing Board has fully implemented the organizational structure set forth in the school's operative charter, including all committees/councils, and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies as evidenced by:</p> <ul style="list-style-type: none"> <li>➤ The provided organizational chart which aligns with the operative charter indicating: <ul style="list-style-type: none"> <li>○ The CEO of TEACH Public Schools reports to the TEACH Public Schools Board of Directors</li> <li>○ The Chief Operating Officer/Chief Financial Officer supervises the Director of Governance and Compliance, Director of Operations and Data Systems, Director of Human Resources, Business Operations Manager, and Director of Student Recruitment and Parent Engagement</li> <li>○ There are three LAUSD-authorized charter schools that are part of TEACH Public Schools</li> </ul> </li> <li>➤ TEACH Inc. adopted its bylaws on November 13, 2017, which state that the number of directors shall be no less than five and no more than nine.</li> <li>➤ The documentation provided noted the Board has scheduled nine meetings for the 2023-2024 school year.</li> <li>➤ The Compliance Monitoring Certification of Board Compliance Review form was certified by the TEACH Public Schools Board on December 19, 2023.</li> </ul> <p><b>G2: Due Process-</b> The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public, including but not limited to:</p> <ul style="list-style-type: none"> <li>➤ 2023-2024 Student and Parent Handbook (English/Spanish); Employee Handbook 2023-2024; Anti-Discrimination and Anti-Harassment Policy; Title IX Sexual-Harassment Policy and Grievance Procedure; Anti-Intimidation and Anti-Bullying Policy; Due Process Rights for Students Facing Disciplinary Action; Uniform Complaint Procedure Policy (English/Spanish), and a General Complaints Policy.</li> </ul> <p><b><u>Areas Noted for Further Growth and/or Improvement</u></b></p> <p>None at this time.</p> <p><b><u>Corrective Action Required</u></b></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p><b><u>Notes:</u></b></p> <p>TEACH Tech Charter High cannot receive a rating greater than 3 in this category, as the school has received an overall rating of 2 in the Student Achievement and Educational Performance category (see the highlighted note below).</p>	
<p><b><u>*NOTE:</u></b></p>	





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- *A charter school may receive a rating of 1 in this category for any of the following reasons: (1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), (2) School is in breach of the operative charter, including Federal, State, and District Required Language, (3) School is “Not in Good Standing,” and/or (4) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, and/or significant audit findings, etc.).*
- *A charter school cannot receive a rating greater than 3 in this category if it receives an overall rating of 2 or 1 in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).*



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**G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING – QUALITY INDICATOR**

*The Governing Board has implemented the organizational structure, roles, and responsibilities set forth in the approved charter and applicable law, including:*

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school’s charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public-integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in the school’s operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input checked="" type="checkbox"/> The Governing Board has implemented the organizational structure set forth in the school’s operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act,. Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in the school’s operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in the school’s operative charter; and/or has no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)	<input checked="" type="checkbox"/> Organizational chart in approved charter <input checked="" type="checkbox"/> Organizational chart (current) <input checked="" type="checkbox"/> Board member roster <input checked="" type="checkbox"/> Bylaws (current) <input checked="" type="checkbox"/> Board Committee(s) Calendar(s) <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)

**G2: DUE PROCESS – QUALITY INDICATOR**

*The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school’s charter, and LAUSD charter school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:*

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP



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Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input checked="" type="checkbox"/> The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Student Discipline Policy <input checked="" type="checkbox"/> Employee Grievance and Discipline Policy <input checked="" type="checkbox"/> Uniform Complaint Procedures Policy and form(s) <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)

**G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM - QUALITY INDICATOR**

<p><i>The Governing Board has systems in place to ensure ongoing:</i></p> <ul style="list-style-type: none"> <li>Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence</li> <li>Monitoring of the school’s implementation of its Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)</li> <li>Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE’s Charter School Transparency Resolution, as well as consideration of input from the school’s committees/councils and stakeholders</li> </ul>	
Rubric	Sources of Evidence



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<b>Performance</b>	<input type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input checked="" type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board inconsistently considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board seldom or does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	<input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Board member and executive leadership training <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)
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**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS - QUALITY INDICATOR**

<p><i>The Governing Board has systems in place to ensure ongoing:</i></p> <ul style="list-style-type: none"> <li>Monitoring of staffing needs and the school’s compliance with all applicable credentialing, clearance, and training requirements</li> <li>Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff</li> <li>Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



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<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff</li> <li><input checked="" type="checkbox"/> The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of all school-based staff and executive level leadership staff</li> <li><input type="checkbox"/> The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of all school-based staff and/or executive level leadership staff</li> <li><input type="checkbox"/> The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of all school-based staff and/or executive level leadership staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Human Resources Policies and Procedures</li> <li><input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation</li> <li><input checked="" type="checkbox"/> Evaluation of Executive Leadership</li> <li><input checked="" type="checkbox"/> Evaluation of all school-based staff</li> <li><input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review</li> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”)</li> <li><input checked="" type="checkbox"/> Observation of Governing Board meeting(s)</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>
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**G5: FISCAL CONDITION - QUALITY INDICATOR**

**The Governing Board has a system in place to ensure fiscal viability:**

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Rubric	Sources of Evidence
Performance	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, <i>Accomplished</i>) in the most current two independent audit reports, <b>and</b>, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</p> <p><input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division*</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division*</p> <p>*Additional considerations that could influence the rating may include: inadequate cash flow; financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years; multi-year reliance on financing resources for the school’s operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level.</p> <p>**For example, the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes</p> <p><input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances</p> <p><input checked="" type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>



LAUSD CHARTER SCHOOLS DIVISION

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**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR**

<i>The Governing Board has a system in place to ensure sound fiscal management and accountability:</i>	
<ul style="list-style-type: none"> <li>• The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.</li> <li>• The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.</li> </ul>	
Performance	Rubric
<b>Performance</b>	<p><input checked="" type="checkbox"/> The school <b>consistently adheres</b> to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings</p> <p><input type="checkbox"/> The school <b>generally adheres</b> to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings</p> <p><input type="checkbox"/> The school is <b>not adhering</b> to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.)</p> <p><input type="checkbox"/> The school is <b>continuously not adhering</b> to the Governing Board approved fiscal policies and procedures, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)</p>
Sources of Evidence	
<p><input checked="" type="checkbox"/> Board meeting agendas and minutes</p> <p><input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances</p> <p><input checked="" type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>	
Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):	
N/A	



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2, Developing
California Department of Education's (CDE) Charter School's Performance Category (as published in 2024)	Middle Performing
<p><b>The state identified the charter school as qualifying for Differentiated Assistance (DA)?</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Differentiated Assistance is technical assistance provided to Local Education Agencies (LEA) that the state has identified for underperformance. DA is targeted support that is available to LEAs that meet the eligibility requirements set by the State Board of Education (SBE).</p>	
<p><b>The charter school is a state-identified school under the Every Student Succeeds Act (ESSA).</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p><b>If yes, the school's identification:</b> (See additional information within "Notes" section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><b><u>Areas of Demonstrated Strength and/or Progress</u></b></p> <p><b>A1: Dashboard Schoolwide ELA and A2: Dashboard Student Group ELA</b></p> <ul style="list-style-type: none"> <li>➤ The schoolwide Dashboard ELA Indicator color is Yellow, as compared to the state's color of Orange. The school's 2023 schoolwide ELA DFS (-0.6 DFS) is above the state average (-13.6 DFS).</li> <li>➤ All numerically significant student groups have "Status/DFS" scores above the statewide DFS <ul style="list-style-type: none"> <li>○ The 2023 average DFS in ELA for the school's Socioeconomically Disadvantaged students (-0.6 DFS) is above the state average (-42.6 DFS)</li> <li>○ The 2023 average DFS in ELA for the school's Hispanic students (-3.6 DFS) is above the state average (-40.2 DFS)</li> </ul> </li> </ul> <p><b>A10: Dashboard Schoolwide Suspension Rate</b></p> <ul style="list-style-type: none"> <li>➤ The schoolwide Dashboard Suspension Rate Indicator color is Blue, as compared to the state's color of Orange. The school's 2023 percentage of students suspended at least one day (0.0%) is lower than the state average (3.5%).</li> </ul> <p><b>A9: Dashboard Schoolwide Graduation Rate</b></p> <ul style="list-style-type: none"> <li>➤ The schoolwide Dashboard Graduation Rate Indicator color is Green, as compared to the state's color of Orange. The school's 2023 percentage of students graduating high school with a diploma (90.3%) is higher than the state average (86.4%).</li> </ul> <p><b><u>Areas Noted for Further Growth and/or Improvement</u></b></p> <p><b>A3: Dashboard Schoolwide Math and A4: Dashboard Student Group Math</b></p> <ul style="list-style-type: none"> <li>➤ The schoolwide Dashboard Math Indicator color is Orange, as compared to the state's color of Orange. The school's 2023 schoolwide Math DFS (-117.5 DFS) is below the state average (-49.1 DFS).</li> <li>➤ None of the school's numerically significant student groups have "Status/DFS" scores above the statewide DFS <ul style="list-style-type: none"> <li>○ The 2023 average DFS in Math for the school's Socioeconomically Disadvantaged students (-117.5 DFS) is below the state average (-80.8 DFS)</li> </ul> </li> </ul>	





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- The 2023 average DFS in Math for the school's Hispanic students (-119.6 DFS) is below the state average (-80.8 DFS)
- In light of these results, school leaders report implementing the following to improve Math outcomes schoolwide and for its numerically significant student groups:
- Hiring of a new 11th-grade math teacher who has acclimated very well to the school's existing staff.
  - Shift to ensure that all students in 11th grade are receiving small group, CAASPP aligned, instruction on a weekly basis. This "workshop" class happens on rotation each week, where 11th-grade students complete the following over the course of the school week: a) Practice FIAB assessment in Math or ELA, b) Small group instruction led by content experts in Math or ELA aligned directly to the FIAB for that week, and c) Error analysis from the FIAB assessment for the week in small groups led by content experts.
  - Targeted student groups are sorted by NWEA Math scores to ensure that advanced students are challenged and struggling students are supported to access grade-level content through intentional scaffolding and 1:1 teaching.

#### **A5: Dashboard Schoolwide English Learner Progress (ELPI)**

- The schoolwide Dashboard ELPI color is Red, as compared to the state's color of Yellow. The school's 2023 percentage of English Learner students making progress toward English language proficiency (38.3%) is below the state average (48.7%). The school leader reports the following efforts to increase English Learner students making progress toward English language proficiency:
  - Hiring a Bilingual Coordinator and an accompanying Bilingual Aide to support teachers in implementing integrated ELD support. In addition, the Bilingual Coordinator and Bilingual aide lead an ELD support class during the school's "Workshop" block that focuses on supporting students at levels 1 and 2 with designated and differentiated ELD support for about 4 hours per week with a focus on developing their reading, writing, listening, and speaking skills. The bilingual team also implements the ELPAC testing.

#### **A6: Dashboard Schoolwide College/Career (CCI) and A7: Dashboard Student Group College/Career (CCI)**

- The schoolwide Dashboard CCI Indicator Status is Low, as compared to the state's status of Medium. The school's 2023 percentage of students prepared for college, or a career (32.6%) is lower than the state average (43.9%).
- None of the school's numerically significant student groups have CCI percentages above their respective statewide student group percentages.
  - The 2023 percentage of the school's Socioeconomically Disadvantaged students prepared for college, or a career (32.6%) is lower than the state average (35.4%)
  - The 2023 percentage of the school's African-American students prepared for college or a career (15.2%) is lower than the state average (25.1%)
  - The 2023 percentage of the school's Hispanic students prepared for college, or a career (43.1%) is lower than the state average (35.5%)

School leadership reports the following efforts to increase the schoolwide and student group College/Career indicator:

- Implementing Naviance to track college applications, enrollment, and perseverance of all students and review the data based on student subgroups.
- The school's Foundation provides resources (financial and mentoring) to students in college and supports them in cases of emergency hardships.
- School leadership reports that the school's commitment to SEL through Thirvely and other practices, such as our Circle Protocol, prepares students for college readiness and life after high school.
- A school counselor provides support and remains a resource to all graduates.

#### **Corrective Action Required**

None noted that require immediate action to remedy concerns indicated in this report.



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College/Career Indicator (CCI) is scored based on 2023 Status level data as reported on the 2023 Dashboard.

**English Learner Reclassification**

As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the “Annual Reclassification (RFEP) Counts and Rates” for the 2021-2022 and 2022-2023 academic years. Please note that, depending on the release date of the 2021-2022 and 2022-2023 RFEP counts and rates, the District may elect to update and reissue a revised 2023-2024 Annual Performance-Based Oversight Visit Report.

***\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a Low Performing charter school based on the state’s published list.***



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**A1: DASHBOARD SCHOOLWIDE ELA - QUALITY INDICATOR**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide ELA data (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide Distance From Standard (“DFS”) <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide DFS; or Orange <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)

**A2: DASHBOARD STUDENT GROUP ELA - QUALITY INDICATOR**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant student groups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> All numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> None of the school’s numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)

**A3: DASHBOARD SCHOOLWIDE MATH - QUALITY INDICATOR**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Math data (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>



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<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide DFS <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide DFS; or Orange <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)
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**A4: DASHBOARD STUDENT GROUP MATH - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.) (CDE)

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> All numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have "Status/DFS" scores above the statewide DFS <input checked="" type="checkbox"/> None of the school's numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

**A5: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS (ELPI) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide ELPI data (CDE)

	<b>Rubric</b>	<b>Sources of Evidence</b>



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<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange <input checked="" type="checkbox"/> The schoolwide Dashboard ELPI color is Red <input type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)
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**A6: DASHBOARD SCHOOLWIDE COLLEGE/CAREER (CCI) - (GRADES 9-12) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide CCI data (CDE)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Very High <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is High; or Medium and at/above the statewide percentage <input checked="" type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Medium and below the statewide percentage; or Low <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Very Low <input type="checkbox"/> Not Available – No assessment of performance for this indicator <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

**A7: DASHBOARD STUDENT GROUP COLLEGE/CAREER (CCI) - (GRADES 9-12) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

	Rubric	Sources of Evidence



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<b>Performance</b>	<input type="checkbox"/> All numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant student groups have “Status/percent” scores above the statewide averages <input checked="" type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> Not Available – No assessment of performance for this indicator <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)

**A8: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM - (GRADES K-8) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Green; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and above statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input checked="" type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)

**A9: DASHBOARD SCHOOLWIDE GRADUATION RATE - (GRADES 9-12) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)

	<b>Rubric</b>	<b>Sources of Evidence</b>



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<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue <input checked="" type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard <input type="checkbox"/> Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)
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**A10: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

**A11: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION – QUALITY INDICATOR**

The information provided in this report on internal assessments is to determine the charter school's verified data implementation, as applicable. As part of renewal, as applicable, for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each in school or b) strong postsecondary outcomes equal to similar peers.

The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Education Code section 47607.2(c) (Link: [Approved List](#)). In addition, staff's review of the charter school's submitted materials will be based on the verified data sources and related information adopted by the State Board of Education (Ed. Code, § 47607.2(c)(3).) Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

**The information below is based on charter school's self-reported data and will not be scored.**



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The charter school did provide Verified Data for consideration.

**Academic Progress Indicator(s) for the 2022-2023 School Year:**

Academic Progress Indicator (ELA): MAP Growth by NWEA, Grades K–12	Grade Levels: 9-12	Assessment Administration: Fall/Spring	95% Participation Met*: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
Academic Progress Indicator (Math): MAP Growth by NWEA, Grades K–12	Grade Levels: 9-12	Assessment Administration: Fall/Spring	95% Participation Met*: <input type="checkbox"/> Met <input type="checkbox"/> Not Met

\*If the charter school did not meet the 95% participation, the charter school's plan to address the participation is included in the Notes below.

1.  The charter school disaggregated student performance data for the following student groups: Ethnicity, FRL, ELL  
 The charter school did not disaggregate student performance data by student groups.
2. The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers' administration and test security procedures.
3. The charter school provided the following verified data report(s):
  - i-Ready K-8 by Curriculum Associates: *Diagnostic Growth*
  - MAP Growth by NWEA: *Student Growth Summary Report*
  - Star Assessment by Renaissance: *Star Growth Report*
  - Other: Click or tap here to enter text.
  - The charter school did not provide the correct report from the publisher to determine one year's growth.

**Postsecondary Outcomes (high school only):**

1. The charter school uses the CDE DataQuest College-Going Rate data source and included the results of at least 95% of eligible students.
  - a. If the charter school did not meet the 95% participation rate, the charter school's plan to address the participation is included in the Notes below.
2. The charter school included the number of eligible students and missing or non-participating students.
3. The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil student groups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data).
4.  The charter school did not provide postsecondary outcomes

**Notes:**

MAP Growth by NWEA, Grades K-12 does not provide a participation rate.

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):**





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N/A

**LOCAL CONTROL ACCOUNTABILITY PLAN 2023-2024 (For Informational Purposes Only)**

<i>The CSD reviewed the Local Control Accountability Plan.</i>	
All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCFF Budget Overview for Parents</li> <li><input checked="" type="checkbox"/> Plan Summary</li> <li><input checked="" type="checkbox"/> Engaging Educational Partners</li> <li><input checked="" type="checkbox"/> Goals and Actions</li> <li><input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students</li> <li><input checked="" type="checkbox"/> Action Tables</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Local Control Accountability Plan</li> <li><input checked="" type="checkbox"/> Board Agenda and Minutes</li> </ul>
Notes:	
None.	



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	3, Proficient
<p><b><u>Areas of Demonstrated Strength and/or Progress</u></b></p> <p>➤ <b>O4: School Climate and Student Discipline</b></p> <p>The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3% and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups.</p> <ul style="list-style-type: none"> <li>○ TEACH uses the Positive Behavioral Interventions and Supports (PBIS) framework to establish behavioral supports and social culture needed for all students at the school to achieve social, emotional, and academic success. It educates the whole child by introducing Character Pillars each month to support and enhance students' learning. Through the Character Pillars, along with the incorporation of Restorative Justice strategies, the school guides students to communicate effectively about how they are feeling, develop problem-solving skills, and build positive relationships with peers and staff so learning can take place. School leadership administrators work with all staff to use restorative justice practices that reduce conflict, minimize strife, and repair damage by returning to order when harm has occurred.</li> <li>○ The school has added a Restorative Justice Coordinator this school year to create an atmosphere of high expectations for student behavior and thinking. The goal is to build positive relationships with students and expand upon these relationships to enhance the safe and progressive atmosphere of mutual respect and harmony.</li> <li>○ School leadership reports that the school implements a comprehensive system for monitoring and analyzing data to address chronic absenteeism, suspensions, and expulsions. The school explained that the approach is multifaceted, leveraging its Student Information System (SIS) PowerSchool behavior contracts, proactive attendance protocol, and chronic absenteeism letters to support students and reduce absenteeism and disciplinary issues.</li> <li>○ School leadership reported that regular data collection and analysis occur to assess the effectiveness of interventions and make informed decisions for continuous student behavioral improvement.</li> <li>○ Community partnerships provide community resources or referrals to students and/or families requiring additional support.</li> <li>○ Certificated and Classified staff receive regular professional development to support student behavior and social-emotional learning.</li> </ul> <p>➤ <b>O5: Stakeholder Engagement and Involvement</b></p> <p>The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements as evidenced by documents submitted in preparation for the visit including but not limited to:</p> <ul style="list-style-type: none"> <li>○ A Stakeholder Engagement Calendar that includes Coffee with the Principal, Back to School Night, Understanding Student Data Workshop, Wellness Saturday, Parent Conferences, TEACH Harvest Festival, TEACH English Learner Advisory Committee (ELAC) agendas and sign-ins, and School Site Council agendas and sign-in.</li> <li>○ Board meeting Calendar, Board agendas and Board minutes; Fiscal reports; Student Accountability Report Card; and LCAP meeting and updates.</li> </ul> <p><b><u>Areas Noted for Further Growth and/or Improvement</u></b></p> <p>None at this time.</p>	



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None noted that require immediate action to remedy concerns indicated in this report.

**Notes:**

- On February 7, 2024, TEACH Tech Charter High received correspondence from the Accrediting Commission for Schools Western Association of Schools and Colleges (ACS WASC), determining that the school meets the ACS WASC criteria for accreditation. The ACS WASC granted a six-year accreditation status through June 30, 2030, with a mid-cycle visit during the 2026-2027 school year.

***\*NOTE:***

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Training) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; (2) Failed to have Health, Safety, and Emergency Plan; (3) Failed to have an appropriate Certificate of Occupancy, or equivalent; and/or (4) The school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; (2) Any teacher of the instructional program is not appropriately credentialed and assigned per legal requirements and the school's operative charter at any time during the academic year; and/or (3) Failed to provide evidence of any item on the "Review of Health and Safety Compliance Items" checklist below.*
- *A charter school cannot receive a rating in this category greater than 3 for the following reason: Failed to provide evidence of any item on the "Review of Transparency and Stakeholder Information Compliance Items" checklist below.*

**O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM – QUALITY INDICATOR**

*The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter by:*

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school's charter
- Implementing a system to monitor student progress toward, and completion of, graduation and A-G requirements (**high schools only**)



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	Rubric	Sources of Evidence
<b>Performance</b>	<p><input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report</p> <p><input checked="" type="checkbox"/> The school has implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</p> <p><input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</p> <p><input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</p>	<p><input checked="" type="checkbox"/> Key Features of the Educational Program</p> <p><input checked="" type="checkbox"/> Standards-Based Instructional Program</p> <p><input checked="" type="checkbox"/> Master Schedule/Course Schedule</p> <p><input checked="" type="checkbox"/> Student Achievement Data Analysis</p> <p><input checked="" type="checkbox"/> Professional Development documentation</p> <p><input checked="" type="checkbox"/> Classroom/site Observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p> <p>High School:</p> <p><input checked="" type="checkbox"/> System for monitoring student progress toward and completion of graduation and A-G Requirements</p> <p><input checked="" type="checkbox"/> WASC Accreditation Notification Letter</p> <p><input checked="" type="checkbox"/> UC Doorways course approval</p> <p><input checked="" type="checkbox"/> Graduation Requirement/Policy</p> <p><input checked="" type="checkbox"/> Math Placement Assessment Policy</p> <p><input checked="" type="checkbox"/> Advanced Placement Exam: Participation Rate and Passage Rate</p> <p><input checked="" type="checkbox"/> College acceptance and enrollment rates, and other postsecondary indicators</p>

**O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS - QUALITY INDICATOR**

*The school has a system in place to ensure:*

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school’s LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)

Rubric	Sources of Evidence
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<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report</li> <li><input checked="" type="checkbox"/> The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis</li> <li><input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or no evidence of systems to modify instruction based on data analysis</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Implementation of differentiated instructional strategies</li> <li><input checked="" type="checkbox"/> Intervention/Enrichment Program during the instructional day</li> <li><input checked="" type="checkbox"/> Student Group data analysis</li> <li><input checked="" type="checkbox"/> Professional Development documentation</li> <li><input checked="" type="checkbox"/> Classroom/site Observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> <p>English Learners</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Master Plan for English Learners</li> <li><input checked="" type="checkbox"/> Designated English Language Development (ELD) schedule</li> <li><input checked="" type="checkbox"/> Documentation of implementation of the school’s Master Plan for English Learners</li> <li><input checked="" type="checkbox"/> Implementation of a data analysis system</li> </ul>
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**O3: SPECIAL EDUCATION - QUALITY INDICATOR**

*The school has a system in place to ensure that the school:*

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains mandated IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and, as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records</li> <li><input checked="" type="checkbox"/> The school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and, as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records</li> <li><input type="checkbox"/> The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements</li> <li><input type="checkbox"/> The school has a minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements</li> <li><input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA</li> <li><input type="checkbox"/> Charter school does not participate in LAUSD's SELPA</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Welligent IEP Timeline and Service Tracking Reports</li> <li><input checked="" type="checkbox"/> District Validation Review (DVR)</li> <li><input checked="" type="checkbox"/> Annual Self-Review Checklist</li> <li><input checked="" type="checkbox"/> Professional Development documentation</li> <li><input type="checkbox"/> Discussion with school leadership</li> </ul>



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**04: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR**

*The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:*

- Align with principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, schoolwide positive behavior support, and data monitoring
- Provide positive opportunities for student wellness, growth, and success, aimed at making the school safe, welcoming, supportive, and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student groups
- Minimize chronic absenteeism for all students and student groups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups <input type="checkbox"/> The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups <input type="checkbox"/> The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.	<input checked="" type="checkbox"/> Positive school climate system and Restorative Justice documentation <input checked="" type="checkbox"/> Documentation of systems to prevent acts of bullying <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, and disproportionality <input checked="" type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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**O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR**

*The school has a system for stakeholder engagement, including gathering input, facilitating, and encouraging involvement, sharing information, and resolving concerns, which:*

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP
- Implements a School Site Council (SSC), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements</li> <li><input type="checkbox"/> The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements</li> <li><input type="checkbox"/> The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Yearlong Calendar of stakeholder engagement events/meetings.</li> <li><input checked="" type="checkbox"/> Stakeholder Engagement</li> <li><input checked="" type="checkbox"/> Stakeholder Consultation</li> <li><input checked="" type="checkbox"/> School Site Council (SSC) documentation</li> <li><input checked="" type="checkbox"/> Parent Advisory Committee (PAC) documentation</li> <li><input checked="" type="checkbox"/> English Learners Advisory Committee (ELAC) documentation</li> <li><input checked="" type="checkbox"/> Foster Youth/Students Experiencing Homelessness Designee</li> <li><input checked="" type="checkbox"/> School website</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**O6: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR**

*The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:*

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code § 47605.4(a))
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances as applicable, prior to the provision of service, and keeps all clearances current





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- School employees and other mandated reporters working on behalf of the school receive annual training on child abuse awareness and reporting, in accordance with the requirements of Ed. Code, § 44691
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215
- Staff receive annual training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
<b>Performance</b>	<p><input type="checkbox"/> The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance</p> <p><input checked="" type="checkbox"/> The school has implemented and monitors systems and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p><input type="checkbox"/> The school has partially implemented and/or intermittently monitors systems and procedures leading to inconsistent compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p><input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p>Note: The rating of this indicator incorporates the ESSA Grid and evidence provided by the charter school in its Triannual submission and at the time of the oversight visit for those staff and/or vendors not included in the Triannual submission.</p>	<p><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”)</p> <p><input checked="" type="checkbox"/> Staff roster</p> <p><input checked="" type="checkbox"/> School master schedule</p> <p><input checked="" type="checkbox"/> Custodian(s) of Records documentation</p> <p><input checked="" type="checkbox"/> Criminal Background Clearance Certifications</p> <p><input checked="" type="checkbox"/> Teaching credential/authorization documentation</p> <p><input checked="" type="checkbox"/> Vendor clearances and credentialing certifications</p> <p><input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification</p> <p><input type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):**

N/A



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**Review of Health and Safety Compliance Items**

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

**A charter school cannot receive a rating in this category greater than 1 if the items below are not evident.**

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282(a)(2)(A)(J), and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school’s Integrated Safe School Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**A charter school cannot receive a rating in this category greater than 2 if any of the items below are not evident.**  
If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of 1 in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32280)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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<p>Stock and maintenance of the required number and type of emergency epinephrine auto-injectors (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>Notes:</b> None.</p>		



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### Review of Transparency and Stakeholder Information Compliance Items

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

**A charter school cannot receive a rating in this category greater than 3 if any of the items below are not evident.**

Item	Evident	Not Evident
The following information posted to the school's website: <input checked="" type="checkbox"/> LCAP, per Ed. Code § 47606.5(h) <input checked="" type="checkbox"/> Current Board agenda in compliance with Brown Act, per Gov. Code, §54954.2(a)(1) <input checked="" type="checkbox"/> Policy on Pupil Suicide Prevention per Ed. Code § 234.6 <input checked="" type="checkbox"/> Title IX information, including a link to CDE's Title IX website per Ed. Code § 234.6 <input checked="" type="checkbox"/> Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 35256	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Access to approved charter	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Notification of access to available mental health services, per Ed. Code § 49428. Additionally, charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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<b>Notes:</b> None.		



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7608 TEACH Tech Charter High	2019-2020					2020-2021					2021-2022				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		596,922	396,105	1,063,645	1,063,645		708,022	1,205,770	1,969,433	1,969,433		3,550,172	3,808,541	5,394,486	5,394,487
Accounts Receivable		653,951	758,966	483,592	623,255		2,253,068	2,204,505	2,085,083	2,227,050		208,037	1,432,278	1,652,453	2,043,663
Other Current Assets		260,205	184,897	174,217	32,251		242,207	233,526	261,794	63,320		2,112,749	265,070	239,084	38,536
<b>Total Current Assets</b>		<b>1,511,078</b>	<b>1,339,968</b>	<b>1,721,454</b>	<b>1,719,151</b>		<b>3,203,297</b>	<b>3,643,801</b>	<b>4,316,310</b>	<b>4,259,803</b>		<b>5,870,958</b>	<b>5,505,889</b>	<b>7,286,023</b>	<b>7,476,686</b>
Fixed and Other Assets		106,418	141,521	122,788	122,788		78,711	86,916	152,293	208,799		132,317	124,625	242,658	299,649
<b>Total Assets</b>		<b>1,617,496</b>	<b>1,481,489</b>	<b>1,844,242</b>	<b>1,841,939</b>		<b>3,282,008</b>	<b>3,730,717</b>	<b>4,468,603</b>	<b>4,468,602</b>		<b>6,003,275</b>	<b>5,630,515</b>	<b>7,528,681</b>	<b>7,776,335</b>
<b>Deferred Outflows of Resources</b>		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		75,646	69,995	129,024	128,940		170,460	103,866	450,313	441,511		427,784	163,225	733,129	821,734
Other Long Term Liabilities		899,492	18,969	0	0		0	(16,057)	0	0		0	0	0	0
Unfunded OPEB Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Liabilities</b>		<b>975,138</b>	<b>88,964</b>	<b>129,024</b>	<b>128,940</b>		<b>170,460</b>	<b>87,809</b>	<b>450,313</b>	<b>441,511</b>		<b>427,784</b>	<b>163,225</b>	<b>733,129</b>	<b>821,734</b>
<b>Deferred Inflows of Resources</b>		0	0	0	0		0	0	0	0		0	0	0	0
<b>Net Assets</b>		<b>642,358</b>	<b>1,392,525</b>	<b>1,715,218</b>	<b>1,712,999</b>		<b>3,111,548</b>	<b>3,642,908</b>	<b>4,018,290</b>	<b>4,027,091</b>		<b>5,575,491</b>	<b>5,467,290</b>	<b>6,795,552</b>	<b>6,954,601</b>
Total Revenues	6,502,682	6,401,191	6,059,791	5,928,050	5,917,600	6,184,978	7,137,576	7,301,822	7,271,332	6,848,407	8,963,499	9,281,780	8,865,566	9,058,315	9,307,088
Total Expenditures	6,034,940	6,036,413	4,933,010	4,478,576	4,470,345	5,541,477	5,741,246	5,371,913	4,966,041	4,957,240	8,143,256	7,733,381	7,425,368	6,289,854	6,379,578
<b>Net Income / (Loss)</b>	<b>467,742</b>	<b>364,778</b>	<b>1,126,781</b>	<b>1,449,474</b>	<b>1,447,255</b>	<b>643,501</b>	<b>1,396,330</b>	<b>1,929,909</b>	<b>2,305,291</b>	<b>1,891,167</b>	<b>820,243</b>	<b>1,548,399</b>	<b>1,440,198</b>	<b>2,768,461</b>	<b>2,927,510</b>
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	422,925	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	<b>467,742</b>	<b>364,778</b>	<b>1,126,781</b>	<b>1,449,474</b>	<b>1,447,255</b>	<b>643,501</b>	<b>1,396,330</b>	<b>1,929,909</b>	<b>2,305,291</b>	<b>2,314,092</b>	<b>820,243</b>	<b>1,548,399</b>	<b>1,440,198</b>	<b>2,768,461</b>	<b>2,927,510</b>
Net Assets, Beginning	399,971	1,715,218	1,715,218	1,715,218	1,712,999	1,392,525	1,715,218	1,715,218	1,715,218	1,712,999	3,642,908	4,018,290	4,018,290	4,018,290	4,027,091
Adj. for restatement / Prior Yr Adj	0	0	(11,836)	(11,836)	0	355,275	0	(2,219)	(2,219)	0	165,872	8,802	8,802	8,801	0
<b>Net Assets, Beginning, Adjusted</b>	<b>399,971</b>	<b>1,715,218</b>	<b>1,703,382</b>	<b>1,703,382</b>	<b>1,712,999</b>	<b>1,747,800</b>	<b>1,715,218</b>	<b>1,712,999</b>	<b>1,712,999</b>	<b>1,712,999</b>	<b>3,808,780</b>	<b>4,027,092</b>	<b>4,027,092</b>	<b>4,027,091</b>	<b>4,027,091</b>
<b>Net Assets, End</b>	<b>867,713</b>	<b>2,079,996</b>	<b>2,830,163</b>	<b>3,152,856</b>	<b>3,160,254</b>	<b>2,391,301</b>	<b>3,111,548</b>	<b>3,642,908</b>	<b>4,018,290</b>	<b>4,027,091</b>	<b>4,629,023</b>	<b>5,575,491</b>	<b>5,467,290</b>	<b>6,795,552</b>	<b>6,954,601</b>
Unrestricted Net Assets		642,358	1,392,525	1,592,429	1,712,999		3,111,548	3,642,908	3,865,997	4,027,091		5,575,491	5,467,290	6,436,914	6,954,601
Restricted Net Assets		0	0	122,789	0		0	0	152,293	0		0	0	358,638	0

7608 TEACH Tech Charter High	Audited Financials					2022-2023					2023-2024				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	1,063,645	1,969,433	5,394,487	7,889,627	0		5,582,407	6,985,350	7,848,137	7,889,627		9,085,948	7,704,854	0	0
Accounts Receivable	623,255	2,227,050	2,043,663	1,562,622	0		2,031,099	1,902,796	734,167	1,562,622		771,061	2,276,767	0	0
Other Current Assets	32,251	63,320	38,536	211,782	0		220,200	240,252	906,976	211,782		193,995	202,126	0	0
Current Assets	<b>1,719,151</b>	<b>4,259,803</b>	<b>7,476,686</b>	<b>9,664,031</b>	<b>0</b>		<b>7,833,706</b>	<b>9,128,397</b>	<b>9,489,280</b>	<b>9,664,031</b>		<b>10,051,003</b>	<b>10,183,747</b>	<b>0</b>	<b>0</b>
Fixed and Other Assets	122,788	208,799	299,649	15,827,814	0		149,233	200,039	202,516	15,827,814		175,112	15,911,540	0	0
<b>Total Assets</b>	<b>1,841,939</b>	<b>4,468,602</b>	<b>7,776,335</b>	<b>25,491,845</b>	<b>0</b>		<b>7,982,939</b>	<b>9,328,437</b>	<b>9,691,796</b>	<b>25,491,845</b>		<b>10,226,115</b>	<b>26,095,287</b>	<b>0</b>	<b>0</b>
<b>Deferred Outflows of Resources</b>	0	0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities	128,940	441,511	821,734	1,852,384	0		359,461	1,285,406	1,568,991	1,852,384		1,624,935	1,876,657	0	0
Other Long Term Liabilities	0	0	0	15,316,483	0		0	0	0	15,316,483		0	15,570,773	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	<b>128,940</b>	<b>441,511</b>	<b>821,734</b>	<b>17,168,867</b>	<b>0</b>		<b>359,461</b>	<b>1,285,406</b>	<b>1,568,991</b>	<b>17,168,867</b>		<b>1,624,935</b>	<b>17,447,430</b>	<b>0</b>	<b>0</b>
<b>Deferred Inflows of Resources</b>	0	0	0	0	0		0	0	0	0		0	0	0	0
<b>Net Assets</b>	<b>1,712,999</b>	<b>4,027,091</b>	<b>6,954,601</b>	<b>8,322,978</b>	<b>0</b>		<b>7,623,478</b>	<b>8,043,031</b>	<b>8,122,806</b>	<b>8,322,978</b>		<b>8,601,180</b>	<b>8,647,857</b>	<b>0</b>	<b>0</b>
Total Revenues	5,917,600	6,848,407	9,307,088	8,144,047	0	8,304,783	8,661,352	8,572,263	8,069,922	8,144,047	9,533,667	9,027,342	9,056,925	0	0
Total Expenditures	4,470,345	4,957,240	6,379,578	6,775,670	0	7,684,610	7,833,427	7,324,785	6,901,717	6,775,670	9,015,049	8,750,248	8,732,046	0	0
<b>Net Income / (Loss)</b>	<b>1,447,255</b>	<b>1,891,167</b>	<b>2,927,510</b>	<b>1,368,377</b>	<b>0</b>	<b>620,173</b>	<b>827,926</b>	<b>1,247,479</b>	<b>1,168,205</b>	<b>1,368,377</b>	<b>518,618</b>	<b>277,094</b>	<b>324,879</b>	<b>0</b>	<b>0</b>
Operating Transfers In (Out) and Sources / Uses	0	422,925	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	<b>1,447,255</b>	<b>2,314,092</b>	<b>2,927,510</b>	<b>1,368,377</b>	<b>0</b>	<b>620,173</b>	<b>827,926</b>	<b>1,247,479</b>	<b>1,168,205</b>	<b>1,368,377</b>	<b>518,618</b>	<b>277,094</b>	<b>324,879</b>	<b>0</b>	<b>0</b>
Net Assets, Beginning	265,744	1,712,999	4,027,091	6,954,601	0	5,467,290	6,795,552	6,795,552	6,795,552	6,954,601	8,043,031	8,122,806	8,122,806	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	159,049	0	43,613	201,280	201,172	0	0
<b>Net Assets, Beginning, Adjusted</b>	<b>265,744</b>	<b>1,712,999</b>	<b>4,027,091</b>	<b>6,954,601</b>	<b>0</b>	<b>5,467,290</b>	<b>6,795,552</b>	<b>6,795,552</b>	<b>6,954,601</b>	<b>6,954,601</b>	<b>8,086,644</b>	<b>8,324,086</b>	<b>8,322,978</b>	<b>0</b>	<b>0</b>
<b>Net Assets, End</b>	<b>1,712,999</b>	<b>4,027,091</b>	<b>6,954,601</b>	<b>8,322,978</b>	<b>0</b>	<b>6,087,463</b>	<b>7,623,478</b>	<b>8,043,031</b>	<b>8,122,806</b>	<b>8,322,978</b>	<b>8,605,262</b>	<b>8,601,180</b>	<b>8,647,857</b>	<b>0</b>	<b>0</b>
Unrestricted Net Assets	1,712,999	4,027,091	6,954,601	8,322,978	0		0	356,289	8,122,806	8,322,978		8,601,180	8,647,857	0	0
Restricted Net Assets	0	0	0	0	0		0	573,748	0	0		0	0	0	0



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### FISCAL OPERATIONS

You have been assessed by the Fiscal Oversight team and you are receiving the rating of **4, Accomplished**.

**Other circumstances and information could influence the rating and are noted in this evaluation.**

#### Financial Highlights

TEACH Tech Charter High's fiscal condition is positive and has been upward trending since the 2019-2020 fiscal year.

FINANCIAL HIGHLIGHTS					
TEACH Tech Charter High	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Second Interim)
Net Assets	\$1,712,999	\$4,027,091	\$6,954,601	\$8,322,978	\$8,647,857
Net Income / <b>(Loss)</b>	\$1,447,255	\$1,891,167	\$2,927,510	\$1,368,377	\$324,879
Transfers In / <b>Out</b>	\$0	\$422,925*	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$1,063,645	\$1,969,433	\$5,394,487	\$7,889,627	\$7,704,854
Unrestricted Net Assets	\$1,712,999	\$4,027,091	\$6,954,601	\$8,322,978	\$8,647,857
Norm Enrollment Reported by the School	417	430	474	430	408
FINANCIAL RATIO ANALYSIS					
<b>Fund Reserve (Reserve for Economic Uncertainty)</b> (Unrestricted Net Assets /Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	38.32%	81.24%	109.01%	122.84%	99.04%



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<b>Cash Reserve Level</b> (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	23.79%	39.73%	84.56%	116.44%	88.24%
<b>Current Ratio (Working Capital Ratio)</b> (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	1333.30%	964.82%	909.87%	521.71%	542.65%
<b>Debt Ratio</b> (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	7.00%	9.88%	10.57%	67.35%	66.86%

\*The inbound transfer of \$422,925 for Fiscal Year 2020-2021 was primarily due to the realignment of the Paycheck Protection Program (PPP) loan forgiveness for TEACH Tech Charter High. Initially, the entire PPP loan forgiveness amount of \$1,030,000 was allocated to TEACH Academy of Technology and then it was reallocated to each of the three TEACH schools and the TEACH home office accordingly.

### Charter Operator Fiscal Information

TEACH Public Schools, Inc.					
Source: Independent Audit Report for the Year Ending June 30, 2023					
# of Charter Schools		Including related parties and charter schools		Excluding related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
3	3	\$15,166,442	\$1,733,980	\$242,868	(\$298,303)*

\*TEACH Public Schools stated that the net loss is primarily due to mid-year salary increases and outstanding receivables from TEACH Las Vegas (TEACH Public Schools is the back-office provider for a separate non-profit TEACH school in Las Vegas, which is run by a separate and independent board.)

**Management Fees:** According to TEACH Public Schools, Inc., TEACH Tech Charter High pays annual management fees of 9.5% to TEACH Public Schools, Inc. for administrative services such as: creating, preparing, and submitting the school's charter petitions, facilities costs, professional development, fiscal and compliance reporting, developing and executing fundraising efforts, providing guidance relating to the curriculum, and providing or contracting for office and other services, including accounting, payroll, human resources and billing, marketing, public relations, and





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information technology support. These management fees are calculated based on the total revenues of each school that TEACH Public Schools, Inc. operates.

**Areas of Demonstrated Strength and/or Progress:**

1. The school's fiscal condition is positive. Please refer to the Financial Highlights table above.

**Areas Noted for Further Growth and/or Improvement:**

No significant items noted.

**Other Observations (Items described in this section, which may not have been addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).**

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from TEACH Public Schools, Inc. (including bank statements, bank reconciliations, credit card statements, and check registers) for the three TEACH Public Schools, Inc. charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks across these TEACH Public Schools, Inc. charter schools, to assess overall compliance with TEACH Public Schools, Inc.'s *Fiscal Policies and Procedures manual*. Any areas noted as other observations below relating to TEACH Public Schools, Inc.'s and its charter schools' overall compliance to the aforementioned manual are indicated within each charter school's Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific TEACH Public Schools, Inc. school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each TEACH Public Schools, Inc. charter school.

**1. Type of Observation: Checks Outstanding for Over 180 Days**

- **Source(s) of Document Reviewed:** Check Register and Bank Reconciliation Reports.
- **Description of Observation:** The CSD noted five checks, drawn on TEACH charter schools' operating accounts ending in X7843 and X7876, that, as of December 31, 2023, had been outstanding for over 180 days. Details regarding this check are summarized below.

Item #	Acct. # Ending in	Check #	Check Issuance Date	Payee	Check Amount	Number of Days Check Outstanding (As of 12/31/2023)	Transaction Description	TEACH Public Schools' Response on 4/2/2024
1	X7843	63562	4/14/2023	Teachers on Reserve	\$940.75	261	Substitute services	Stop payment, void, and reissue (sent to wrong/old address) in process



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2	X7843	63596	5/3/2023	Bay Alarm Company	\$900.00	242	Alarm services	Stop payment, void, and reissue (sent to wrong/old address) in process
3	X7876	72399	5/12/2023	Essential Transportation	\$2,600.00	233	Transportation services	Stop payment, void, and reissue in process
4	X7843	63627	5/19/2023	PlanConnect	\$187.50	226	Plan services	Check was voided and payment was reissued
5	X7843	63707	6/29/2023	Teach Public Schools	\$18,025.00	185	Business Management Services	Inadvertently issued check to TEACH instead of Charter Impact. Check was voided and payment was reissued to Charter Impact.

Total: \$22,653.25

- **Charter Operator’s Fiscal Policies and Procedures:** Page 12 of TEACH’s Fiscal Policies & Procedures states: “Charter Impact will examine all paid checks for date, name, cancellation, and endorsement. Checks will be valid for 6 months, however any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system.”
- **Charter School's or Charter Operator’s Response:** TEACH stated that the accounts payable team would send e-mails to the TEACH team when checks reach 90 days. TEACH would then contact the vendor to determine status, request a stop payment, and re-issue of check if needed. All other stale checks would be voided and removed from the system if allowed by law.
- **CSD’s Recommendations/Comments:** The CSD recommends that TEACH Public Schools strictly adhere to its governing board-approved fiscal policies and procedures regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for the specified periods of time, and maintain documentation of such, to reduce potential risks of bank overdrafts, inaccurate accounting, fraud, and violation of property rights.

The Charter Schools Division will review the issue referenced above by or during the next oversight visit. The results may be factored into the school’s rating for next year.

**Corrective Action Required:**

None noted that require immediate action to remedy concerns in this report.

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):**

N/A



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1. Reviewed independent audit report for the Fiscal Year ended June 30, 2023, and noted the following:
  - a. Audit opinion: Unmodified/Unqualified.
  - b. Material weaknesses: None Reported.
  - c. Deficiencies/Findings: None Reported.
  - d. Lack of a Going Concern: None Reported.
2. The 2022-2023 audited and unaudited actuals do not mirror each other. The variance of \$828K in Accounts Receivable is primarily due to the combination of a) reclassification of (\$700K) "Due from Grantor Government", which was recorded in Accounts Receivable in the Audited Financials, but as Other Current Assets in the Unaudited Actuals, and b) reclassification of Intercompany Receivables for \$165K. The variances of \$15M in Fixed and Other Assets and Other Long-Term Liabilities are primarily due to the ASC 842 lease liabilities and the right of use asset that was recorded after the unaudited actuals.
3. The school's reported Norm Enrollment was 417, 430, 474, 430, and 408 students for Fiscal Years 2019-2020, 2020-2021, 2021-2022, 2022-2023, and 2023-2024 respectively, representing an accumulated decrease in enrollment of 9 students (or 2.2%) since Fiscal Year 2019-2020. The school's reported Norm Enrollment for Fiscal Year 2023-2024 is 408 students, which is 32 students (or approximately 7.3%) below its projected student enrollment for Fiscal Year 2023-2024 (i.e., 440 students) per the school's petition enrollment roll-out plan in its operative charter. As noted above, the school has maintained a balanced budget for Fiscal Year 2022-2023 and projects, a balanced budget for Fiscal Year 2023-2024 per its 2023-2024 Second Interim Financials. The CSD will continue to monitor the school's student enrollment through oversight.
4. A Segregation of Duties (SOD) review was conducted virtually at TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary via videoconference. No discrepancies were noted.

**II. Review of 2023-2024 Fiscal Preparation Guide**

1. Most current fiscal reports presented to the charter school's governing board at one of the meetings held in 2023-2024: a) Balance Sheet; b) Income Statement (Statement of Activities), and c) Monthly Cash Flow Projections were provided.
2. Minutes of the meeting and the board packet when the above fiscal reports (i.e., Items 1a., 1b., and 1c.) were presented to and approved by the charter school's governing board were provided.
3. Audit/fiscal reports issued by any public agency or third-party organizations, and the school's governing board minutes of all meetings reflecting the discussion of any of the fiscal reports and applicable audit findings resolution/corrective action were not provided as the charter school has indicated not applicable.
4. Minutes of the meeting when the 2023-2024 budget was adopted were provided.
5. Evidence of the benefits that the charter school is offering STRS, PERS, Social Security, 403B, and 457B benefits to its employees, and that this is done in a manner that is consistent with the charter terms and the Charter Schools Act (Education Code 47611) was provided.
6. Minutes of the meeting reflecting the selection of the independent auditor were provided.
7. Minutes of the meeting reflecting the discussion of the most current independent audit report were provided.
8. Minutes of the meeting reflecting the receipt, review, and discussion of the most current three interim financial reports (i.e., first interim and second interim financial reports, and unaudited actuals) submitted to LAUSD were provided.
9. Minutes of the meeting reflecting the discussion and resolution of complaints received from staff or vendors, if any, within the last year (i.e., 2022-2023) or since the last disclosure period, whichever is later were not provided as the charter school has indicated not applicable.



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10. Minutes of the meeting reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
11. A copy of the most current fiscal policies and procedures was provided.
12. Minutes of the meeting reflecting approval of the current fiscal policies and procedures and, if applicable, minutes of the meeting reflecting the approval of the current procurement policies and procedures were provided.
13. A copy of the charter school's organizational chart that depicts the current reporting structure of the charter school, including but not limited to, any board members, charter management organization (CMO) employees (when applicable), and/or school employees, who handle day-to-day finances and/or have responsibilities outlined within the charter school's fiscal policies and procedures was provided.
14. A summary of the total compensation paid in Fiscal Year 2022-2023, with a breakdown that includes the name of the employee, job title, regular pay, overtime pay, other pay, benefits, and total pay and benefits, for all executives, school leaders, administrators, directors, and non-certificated staff, who may have decision-making authority over the charter school, either employed directly by the charter school or the entity managing the charter school as defined by Education Code section 47604.1, including the organization's home office, CMO, any related party was provided.
15. A description of the relationship (legal, business or otherwise) the charter school maintains with any related party as defined in the CSD's 2023-2024 Fiscal Preparation Guide Item 14 was not provided as the charter school has indicated not applicable.
16. Copies of any and all of the most current signed and executed agreements/contracts within the last year (i.e., 2022-2023) or since the last update, whichever is later (including attachments and exhibits that accompany the agreements/contracts) with the administrative services provider and/or the back office services provider, or the charter school's operator and/or charter school's home office (e.g., management contracts, service agreements, license agreements, affiliation agreements, contract amendments, etc.) were provided.
17. Minutes of the meeting reflecting approval of the management fees, licensing fees, or any other fees were provided.
18. A copy of the sole statutory member's by-laws, and a copy of the sole statutory member's articles of incorporation were not provided as the charter school has indicated not applicable.
19. The most current accounts payable aging report listing the balances owed, vendor names, invoice numbers, invoice dates, number of days outstanding, and, if applicable, explanations for 90+ days outstanding invoice(s) or outstanding invoices exceeding the number of days in accordance with the charter school's fiscal policies and procedures was provided.
20. Check registers, or a list of all issued checks/cash disbursements, including voided checks (when the school's payments are outsourced to a third-party provider), documenting all checks and electronic debit transactions for the prior 12 months (spanning from January 2023 to December 2023) were provided. Reviewed 25 checks (and 5 electronic credit/debit transactions). No discrepancies were noted.
21. a) A list of all active credit card account(s), b) A list of all closed credit card account(s) within the last year, and c) All credit card statements for the most current six months were not provided as the charter school has declared that it has no credit cards at this time.
22. a) A list of all active school bank account(s), b) Monthly bank statements and reconciliation reports for the most current six months (spanning from July 2023 to December 2023), were provided. Selected the months of July 2023 through December 2023 for sample testing. The CSD's observations were noted under Other Observations.
23. Student body financial records (including ASB policies and procedures, budgets, cash flow statements and projections, bank statements with reconciliations for the most current six months, audit reports, and other fiscal reports, if applicable) were not provided as the charter school has indicated not applicable.
24. The most current inventory listing for both capitalized and non-capitalized equipment, including equipment description/type, brand/model, tag number, acquisition date, purchasing price, book value, asset life, and location of use was provided.
25. The webpage address where the charter school posts the Education Protection Account (EPA) revenue and expenditures report pertaining to the prior fiscal year (i.e., 2022-2023) (as required by Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution) was provided.



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26. The webpage address(es) where the charter school posts (1) Audited Financials, and (2) Local Control and Accountability Plan (LCAP), respectively, (or the school's assertion that its Audited Financial Statements are made available to members of the public) in accordance with Education Code section 47606.5(h) and/or LAUSD's Charter School Transparency Resolution were provided.
27. Documents pertaining to the charter operator's/school's financing/borrowing activities were not provided as the charter school has indicated not applicable.
28. A copy of the current facility lease agreement(s) for the school's private site(s), if applicable, along with the approved meeting minutes of the school governing board's approval of the lease agreement(s) were provided.
29. The charter school's plan(s) for the purchase, new lease, relocation, and/or expansion to new school site(s), facilities-related expansions, and/or major improvements to the existing and/or new school site(s) and pertinent documents such as financing documents, copies of construction contract, a copy of the lease agreement (if applicable), and the following information, as appropriate: were not provided as the charter school has indicated not applicable.
30. Disclosure of legal issues was not provided as the charter school has indicated not applicable.



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**Fiscal Operations Rubrics**

***Existing School** – a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 1, 2, 3, or 4.*

***New School** – a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools may receive a rating of 1 or 2.*

<p><b><i>An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4].</u></i></b></p>	<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3].</u></i></b></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net assets are positive in the prior two audits;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings;</li> <li>4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers’ Retirement System (CalSTRS), California Public Employees’ Retirement System (CalPERS), Fiscal Crisis &amp; Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings;</li> <li>5. Vendors and staff are consistently paid in a timely manner;</li> <li>6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>7. Charter school consistently adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>8. Governing board adopts the annual budget;</li> <li>9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD;</li> <li>10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>11. There is no apparent conflict of interest;</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net assets are positive in the most current audit;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The most current annual independent audit shows no material weaknesses, deficiencies and/or findings;</li> <li>4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;</li> <li>5. Vendors and staff are generally paid in a timely manner;</li> <li>6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>7. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>8. Governing board adopts the annual budget;</li> <li>9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD;</li> <li>10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>11. There is no apparent conflict of interest;</li> <li>12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP are posted on the charter school’s website;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> </ol>



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*An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as **Accomplished [Rating of 4]**.*

12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP submitted to the appropriate agencies, are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner;
15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year;
16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is consistently in place;
18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

**Note:** Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current two annual independent audits;

*An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as **Proficient [Rating of 3]**.*

14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is generally in place;
18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).

**Note:** Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;



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<p><b><i>An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished</u> [Rating of 4].</i></b></p>	<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient</u> [Rating of 3].</i></b></p>
<ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current two annual independent audits;</li> <li>3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current two annual independent audits;</li> <li>4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audits;</li> <li>5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings;</li> <li>7. The most current annual independent audit is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</li> <li>8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</li> </ol>	<ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;</li> <li>3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;</li> <li>4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;</li> <li>5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings;</li> <li>7. The most current annual independent audit is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</li> <li>8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</li> </ol>

<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the</li> </ol>	<p><b><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></b> A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter</p>





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<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p>school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;</p> <ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is positive; and</li> <li>3. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<u>5 CCR § 15450 Reserves</u>) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;</li> <li>3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;</li> <li>4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;</li> <li>5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> </ol>	<p>school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



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<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<ol style="list-style-type: none"> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings;</li> <li>7. The most current annual independent audit is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</li> <li>8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</li> </ol>	
<p><b><i>A new school that, at a minimum, meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Interim reports and/or unaudited actuals project positive net assets;</li> <li>2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;</li> <li>3. If enrollment is significantly below the enrollment per the school's <i>Pupil Estimates for New or Significantly Expanding Charters</i> report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections;</li> <li>4. Governing Board adopts the annual budget;</li> <li>5. The governing board reviews and discusses the charter school's financial reports as evidenced by the governing board meeting minutes;</li> </ol>	<p><b><u>New Schools:</u></b></p> <p><b><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p>



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<p><i>A new school that, at a minimum, meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<p>6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;</p> <p>7. The most current governing board-approved LCAP is posted on the charter school’s website; and</p> <p>8. The LCAP is submitted to the appropriate agencies.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>