TEACH Public Schools

TEACH, Inc. Regular Board Meeting

Date and Time

Tuesday July 29, 2025 at 5:00 PM PDT

Location

Board Meeting Access Locations CA:
Alternate Public Access Locations:

TEACH Elementary
8505 S Western Ave
Los Angeles, CA 90047

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

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

3680 Wilshire Blvd.
Los Angeles CA 90010

3740 S Crenshaw Blvd.
Los Angeles, CA 90016

1340 W 106th St.

Los Angeles, CA 90044

and via zoom at:
Topic: TEACH Regular Board Meeting
Time: Jul 29, 2025 05:00 PM Pacific Time (US and Canada)
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View meeting insights with Zoom AI Companion
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Meeting ID: 837 6650 7072

One tap mobile
+12532050468,,83766507072# US
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Dial by your location
• +1 253 205 0468 US
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• +1 346 248 7799 US (Houston)
• +1 669 444 9171 US
• +1 669 900 6833 US (San Jose)
• +1 719 359 4580 US
• +1 386 347 5053 US
• +1 507 473 4847 US
• +1 564 217 2000 US
• +1 646 931 3860 US
• +1 689 278 1000 US
• +1 929 205 6099 US (New York)
• +1 301 715 8592 US (Washington DC)
• +1 305 224 1968 US
• +1 309 205 3325 US
• +1 312 626 6799 US (Chicago)
• +1 360 209 5623 US

Meeting ID: 837 6650 7072

Find your local number: https://teachpublicschools-org.zoom.us/u/kCxCGjUei

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THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

FOR MORE INFORMATION

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

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Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
	A. Record Attendance		Beth Bulgeron	2 m
	B. Call the Meeting to Order		Cecilia Sandoval	
	C. Public Comment		Cecilia Sandoval	5 m
II.	**Consent Items**			**5:07 PM**

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.

		Purpose	Presenter	Time
A.	Approve the Current Agenda and Approve the Minutes from the June 10, 2025 Regular Board meeting	Vote	Cecilia Sandoval	3 m

III. Items for Potential Action — 5:10 PM

A.	Executive Director Report / Framing The Meeting	FYI	Matthew Brown	5 m

Description:
The Executive Director will provide an update marking the start of the new fiscal year and outlining key organizational priorities for the 2025–26 school year. The report includes a summary of strategic goals related to charter renewal planning, financial sustainability, and operational efficiency, as well as an update on leadership staffing and site readiness. The report also contextualizes several vendor contracts and policy items being presented for Board approval, all of which were anticipated in the Board-adopted FY2025–26 budget. This item is intended to support Board awareness and alignment at the start of the new academic and fiscal cycle.

Recommended Action:
None—informational item only.

B.	Consideration of FY2025–26 Executive Director Evaluation Tool and Annual OKRs	Vote	Matthew Brown	5 m

The Board is asked to review and approve the FY2025–26 Executive Director evaluation framework and associated Objectives and Key Results (OKRs). The evaluation tool integrates a narrative-based annual report with three strategic objectives that define performance expectations for the coming year. These objectives focus on: 1) navigating the TEACH Prep renewal or transition process; 2) strengthening financial sustainability and CMO service structures; and 3) improving operational efficiency and leadership continuity through systems development. The tool is designed to ensure transparent alignment between Board oversight and the ED's strategic role, and to support a growth-focused evaluation model grounded in measurable results and organizational impact.

Recommended Action:
Approve the FY2025–26 Executive Director Evaluation Tool and Annual Objectives & Key Results.

C.	Consider Term Renewal for Board Member Austin Dragon	Vote	Cecilia Sandoval	5 m

		Purpose	Presenter	Time
D.	Introduction to the new Principals	FYI	Sione Thompson	6 m

Please welcome TEACH Academy of Technologies Principal Josh DeWeerd and TEACH Tech Charter HIgh School Principal James Cordero

E.	Report of the Board Recruitment Committee and Introduction to Candidate Dr. Cindy Guardado	Discuss	Cecilia Sandoval	5 m
F.	Monthly Financial Report	FYI	Richard McNeel	8 m
G.	Consideration of 2025–26 Management Services Memorandum of Understanding (CMO MOU)	Vote	Matthew Brown	3 m

The Board is asked to consider approval of the 2025–26 Management Services Memorandum of Understanding (MOU) between TEACH Inc. and its operated charter schools. This revised MOU formalizes the scope of centralized services provided by the CMO, clarifies internal accountability within the unified nonprofit structure, and aligns with nonprofit governance and compliance standards. The updated agreement maintains the 9.5% internal management fee reflected in the prior-year draft and consistent with the 2025–26 TEACH budgets approved by the Board in June. Key revisions include clearer delineation of school and CMO responsibilities, updated service descriptions, and language refinements to reflect current operational practices. This MOU replaces the informal 2023–24 draft and supports transparency, oversight, and strategic alignment.

Recommended Action:
Approve the 2025–26 Management Services Memorandum of Understanding between TEACH Inc. and its charter school programs.

H.	Update on 2024–2025 LAUSD Charter School Oversight Reports	Discuss	Matthew Brown	5 m

Description:
The Board will receive the 2024–2025 Oversight Reports issued by the Los Angeles Unified School District for TEACH Academy of Technologies, TEACH Preparatory Elementary School, and TEACH Tech Charter High School. These reports evaluate each school’s performance in areas including governance, finance, operations, and academic program quality. The purpose of this item is to ensure the Board remains informed of authorizer feedback and identified strengths and areas for improvement. The reports also support ongoing internal planning and charter renewal readiness efforts.'

		Purpose	Presenter	Time

Recommended Action:
None—informational item only.

I.	Update on Renewal Process for TEACH Preparatory Elementary School	FYI	Matthew Brown	5 m

The Board will receive an update on the charter renewal planning process for TEACH Preparatory Elementary School, which is scheduled to expire on June 30, 2026. TEACH Inc. is coordinating with legal counsel at **Young, Minney & Corr LLP (YMC)** and participating in monthly renewal cohort meetings hosted by the **California Charter Schools Association (CCSA)** to support petition development and submission strategy. The team plans to submit the renewal petition during **LAUSD's October 29–30, 2025 intake window**, allowing time to incorporate anticipated **2024 SBAC scores**, which are expected to reclassify the school as *middle performing* on the California Dashboard. This strategic timing is intended to strengthen the petition's eligibility for a five-year renewal term and reflect the most recent academic progress. The official LAUSD renewal notification letter is included as an attachment.

Recommended Action:
None—informational item only.

J.	Consider and Approve the Following New School Year Contracts: FCOC Transportation, The Education Team / ChildCareers, Scoot Education, Cross-Country, Comp Therapy, Aptus Group, Teachers on Reserve, Chromebook Purchase, McGraw Curriculum	Vote	Matthew Brown	5 m

Each of these contracts were obtained in accordance with the Fiscal Policy. Each year we contract with several substitute teacher providers to ensure coverage when needed. The contacts up for approval include:
- FCOC- Supplies morning and afternoon student transportation services
- The Education Team/ Childcare Careers- Staff Substitute Services
- Scoot Education- Staff Substitute Services
- Cross Country- Staff and SPED Substitute Services
- Aptus Group- Staff Substitute and SPED Services
- Teachers on Reserve- Substitute Services
- Chromebook Purchase for student computers for the elementary, middle and high schools from Staples
- McGraw- Curriculum materials

		Purpose	Presenter	Time
K.	Consider and Approve Updates to the Employee Handbook	Vote	Maria Pimienta	3 m
	The updates include revisions to the employee dress code			
L.	Consider and Approve the Parent and Student Handbooks for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School	Vote	Beth Bulgeron	5 m
M.	Approve the Comprehensive School Safety Plans for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School	Vote	Beth Bulgeron	5 m
N.	Consider and Approve the Bell Schedules for TEACH Prep Academy, TEACH Academy of Technologies, and TEACH Tech Charter High School	Vote	Enrique Robles	5 m
O.	Reminder to the Board to Complete Questionnaire for Renewal Application	FYI	Beth Bulgeron	3 m
IV.	**Closing Items**			**6:23 PM**
A.	Board or Public Comment	FYI	Cecilia Sandoval	5 m
B.	Upcoming Meeting Date: August 26, 2025 at 5 pm	FYI	Cecilia Sandoval	1 m
	The next Regular meeting will be held on August 26, 2025			
C.	Adjourn Meeting	Discuss	Cecilia Sandoval	

Coversheet

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

Section: II. Consent Items
Item: A. Approve the Current Agenda and Approve the Minutes from the June 10, 2025 Regular Board meeting
Purpose: Vote
Submitted by:
Related Material: 2025_06_10_board_meeting_minutes.pdf

DRAFT

TEACH Public Schools

Minutes

TEACH, Inc. Regular Board Meeting

Date and Time
Tuesday June 10, 2025 at 5:00 PM

Location
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 Inc. Regular Board Meeting
Time: Jun 10, 2025 05:00 PM Pacific Time (US and Canada)
Join Zoom Meeting

https://teachpublicschools-org.zoom.us/j/81026259321
Meeting ID: 810 2625 9321

One tap mobile
+16694449171,,81026259321# US
+16699006833,,81026259321# US (San Jose)

Dial by your location
• +1 669 444 9171 US
• +1 669 900 6833 US (San Jose)
• +1 719 359 4580 US
• +1 253 205 0468 US
• +1 253 215 8782 US (Tacoma)
• +1 346 248 7799 US (Houston)
• +1 360 209 5623 US
• +1 386 347 5053 US
• +1 507 473 4847 US
• +1 564 217 2000 US
• +1 646 931 3860 US
• +1 689 278 1000 US
• +1 929 205 6099 US (New York)
• +1 301 715 8592 US (Washington DC)
• +1 305 224 1968 US
• +1 309 205 3325 US
• +1 312 626 6799 US (Chicago)
Meeting ID: 810 2625 9321
Find your local number: https://teachpublicschools-org.zoom.us/u/kdcZE7mNbh

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www.teachpublicschools.org

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

Directors Absent
None

Guests Present
B. Bulgeron

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 10, 2025 at 5:01 PM.

C. Public Comment

There was no public comment.

II. Consent Items

A. Approve the Current Agenda and Approve the Minutes from the May 27, 2025 Regular Board meeting

J. Lobdell made a motion to approve the minutes from May 27, 2025 Regular Meeting and the agenda TEACH, Inc. Regular Board Meeting on 05-27-25.
A. Dragon seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

Roll Call

C. Sandoval Aye

III. Items for Potential Action

A. Executive Director Report

Matt Brown gave the ED report and framed the issues for the night's meeting, which includes an overview of the budget, annual updates, and operational changes for the last meeting. Board Chair Sandoval asked about mental health services and the counseling positions and Mr. Brown gave a brief answer and mentioned further discussion during the LCAP agenda item.

B. Introduction of Chief Academic & Strategic Initiatives Officer (CASI)

Matt Brown introduced Sione Thompson in his new role as the CASI and Mr. Thompson stated he was honored to serve and gave an overview of upcoming priorities which included hiring Principals, credit recover program, moving toward implementation of common practices, the summer programs and graduation.

C. 2025-2026 TEACH Inc. Budgets for All Sites - TEACH Tech High , TEACH Academy Middle School , TEACH Prep Elementary School

J. Lobdell made a motion to Approve the Budgets for all Sites.
A. Dragon seconded the motion.
This item was taken out of order and addressed after the Board approved the LCAPs. Richard McNeel presented the budgets and went over the projections for each school and the CMO. He provided three year projections for each school site and reviewed changes in revenue, staffing, COLA and expenses.
The board **VOTED** to approve the motion.

Roll Call

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

D. Consideration of the Education Protection Accounts for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School

J. Lobdell made a motion to Approve the EPAs for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School.
A. Dragon seconded the motion.
Rich explained the requirement of the EPAs. Board member Lobdell asked a question regarding salaries and benefits and Rich explained in further detail the spending on teacher salaries.

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

Roll Call

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

E. Consideration of the Expenditure Report for the Prop 28 Arts and Music Grant

J. Lobdell made a motion to Approve the Expenditure Report for the Prop 28 Arts and Music Grant.
A. Dragon seconded the motion.
Richard McNeel gave the expenditure report for the Arts and Music Grant and explained the positions funded.
The board **VOTED** to approve the motion.

Roll Call

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

F. Consider the Local Control and Accountability Plan for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School for the 2025-2026 School Year

J. Lobdell made a motion to Approve the LCAPs for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School.
A. Dragon seconded the motion.
Richard and Beth presented the LCAPs for each school. Beth explained that we are entering year two of a three year plan and highlighted the progress on the implementation of strategies and restated the goals. She also discussed changes and additional strategies that are going to be added next year to achieve the current goals. Richard clarified changes in positions and emphasized the CSI and federal funding contributing to strategic efforts.
The board **VOTED** to approve the motion.

Roll Call

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

G. Consideration of the TEACH Bonus Resolution 2025-2026

M. Maye made a motion to Approve the TEACH Bonus Resolution for 2025-2026.
J. Lobdell seconded the motion.

Matt Brown presented the retention bonus for 25-26 and explained the payout and timing. He also included a description of the SCS bonus payout to staff who contributed to that work.
The board **VOTED** to approve the motion.

Roll Call

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

H. Consider the 2024-2025 Local Indicator Reports for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School

M. Maye made a motion to Approve the Local Indicator Reports for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School.
J. Lobdell seconded the motion.
Enrique Robles presented the Local Indicators (materials attached) and emphasized the great work that was being done to include parents.
The board **VOTED** to approve the motion.

Roll Call

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

I. Consideration of 2025–2026 CharterSAFE Insurance Membership Renewal

A. Dragon made a motion to Approve the CharterSafe Insurance Membership Renewal.
J. Lobdell seconded the motion.
Matt Brown presented the CharterSAFE renewal and explained the insurance coverage they provide.
The board **VOTED** to approve the motion.

Roll Call

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

J. Consider and Approve the Attendance Recovery Policy

J. Lobdell made a motion to Approve the Attendance Recovery Policy.
A. Dragon seconded the motion.
Enrique Robles presented the attendance recovery policy(materials attached) and explained how it would work. Board member Lobdell expressed it was a great idea and Enrique explained in more detail how it could address learning loss.

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

Roll Call

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

K. Consideration the Updated 2025-2026 TEACH Employee Handbook

J. Lobdell made a motion to Approve the TEACH Employee Handbook.
A. Dragon seconded the motion.
Dr. Pimienta presented the updates to the TEACH handbook. She explained that most of the changes were updates to references to titles that no longer exist (Superintendent, COO) and the addition of a clause addressing potentially dangerous artificial nails. Board Chair Sandoval asked specifically about the nails clause and Dr. Pimienta explained it came as a result of an injury due to egregiously long nails.
The board **VOTED** to approve the motion.

Roll Call

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

L. Consider the Consultant Services Agreements with After-School All-Stars LA (ASAS LA)

M. Maye made a motion to Approve the Consultant Services Agreement with After-School All-Stars LA.
J. Lobdell seconded the motion.
Enrique Robles presented the service agreement with After-School All Stars and described the current relationship with them and the services they provide. Board Member Maye asked questions about afterschool and summer programing and shared positive feedback regarding the provider.
The board **VOTED** to approve the motion.

Roll Call

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

M. Consideration of One-Year Extension of Business Services Agreement with Charter Impact

J. Lobdell made a motion to Approve the One-Year Extension of the Business Services Agreement with Charter Impact.

A. Dragon seconded the motion.
Matt Brown presented the Service Agreement with Charter Impact and explained what services they provide and our previous working relationship with them.
The board **VOTED** to approve the motion.

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

IV. Closing Items

A. Board or Public Comment

There was no Board or Public Comment.

B. Upcoming Meeting Date: July 29th, 2025 at 5 pm

Board Chair Sandoval announced that our next Regular Board Meeting would be July 29th at 5 pm.

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:04 PM.

Respectfully Submitted,
C. Sandoval

Coversheet

Executive Director Report / Framing The Meeting

Section:	III. Items for Potential Action
Item:	A. Executive Director Report / Framing The Meeting
Purpose:	FYI
Submitted by:	
Related Material:	Executive Director Report July2025.pdf

Executive Director Report
July 2025 Board Meeting

This meeting marks the beginning of the new fiscal year and coincides with our final preparations for the 2025–26 school year. In addition to operational approvals, this meeting serves as an important opportunity to set the strategic tone for the year ahead. While many of our teams have already begun work aligned with key priorities, we are formalizing this direction through defined organizational goals and implementation strategies that will guide our work across instruction, operations, and governance. Key priorities for the year include navigating the renewal or transition planning for TEACH Prep, advancing financial sustainability through improved reserves and cost alignment, and strengthening operational efficiency through scalable systems and leadership continuity planning.

Staffing efforts are progressing well. All school leadership roles have been filled, and we are in the final stages of completing hiring for remaining site-level positions. These efforts are critical to ensuring instructional continuity and operational readiness as we approach the first day of school.

The agenda also includes several vendor contracts and major purchases that exceed the $50,000 threshold outlined in TEACH's Fiscal Policies and therefore require Board approval. These items—spanning student transportation, substitute staffing, curriculum materials, and technology—are essential to launching the school year and were accounted for in the FY2025–26 budget adopted by the Board in June.

Finally, we are continuing our broader work to review and strengthen internal policies and procedures. A number of these updates require formal Board approval and are included for consideration at this meeting. This process supports our ongoing commitment to effective governance and regulatory compliance.

Thank you for your continued leadership and support as we begin a new year focused on quality, stability, and growth.

Respectfully,
Matt Brown
Executive Director
TEACH Inc.

Coversheet

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

Section: III. Items for Potential Action
Item: B. Consideration of FY2025–26 Executive Director Evaluation Tool and Annual OKRs
Purpose: Vote
Submitted by:
Related Material: EDEvalulation Tool 25-26.pdf
Proposed Executive Director Okrs July 2025.pdf

TEACH Inc. Executive Director Annual Performance

Executive Director Performance Evaluation Process Overview

The Executive Director (ED) at TEACH Inc. is evaluated through a two-part performance system that balances foundational leadership responsibilities with forward-thinking, strategic initiatives.

What Are OKRs?

Objectives and Key Results (OKRs) are a simple, effective framework used by mission-driven organizations to set and evaluate strategic goals.

- **Objectives** are the big-picture priorities the Executive Director commits to for the year.
- **Key Results** are the measurable outcomes that define success for each objective.

OKRs are designed to focus leadership attention, align Board-ED expectations, and assess performance based on progress and impact — not activity. They reflect ambitious but achievable goals that move the organization forward.

Phase 1: Setting Strategic OKRs (July and January)

At the start of each fiscal year (July) and reviewed again at the start of the calendar year (January), the ED collaborates with the Board Chair to set 2 to 3 Organizational OKRs (Objectives and Key Results).

- These OKRs represent ambitious but achievable strategic goals designed to move the organization beyond its baseline performance.
- Each Objective is accompanied by 2 to 4 measurable Key Results.
- While the OKRs often build on the ED's regular duties, they are distinguished by their focus on elevating impact, launching new initiatives, or strengthening long-term capacity.
- This forward-looking component fosters shared alignment between the ED and Board leadership, and functions as both a goal-setting and organizational visioning tool.

Phase 2: Year-End Annual Report and Evaluation (June or July)

At the end of the fiscal year, the ED submits an Annual Performance Report to the Board that includes:

1. A strategic summary of organizational performance and major accomplishments.
2. Narrative reflection on internal health, team leadership, governance, and risk management.
3. A report-out on the year's OKRs, noting progress made, outcomes achieved, and contextual learning.
4. Proposal of new OKRs for the coming year, developed in partnership with the Board Chair.

This report replaces a traditional checkbox evaluation and centers the ED's role as a strategic leader accountable for both execution and evolution. It creates an opportunity for the Board to engage with the ED as a partner in growth and impact.

Annual Report Example

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1. Executive Summary

Provide a high-level overview of the organization's major milestones, inflection points, and overall performance this fiscal year. Focus on strategic wins, critical metrics, and organizational health.

Example: "This fiscal year, TEACH Inc. advanced its mission through significant growth in student enrollment, strengthened financial reserves, and launched new community partnerships. We stabilized operations following leadership transitions and improved internal alignment through stronger performance management systems."

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2. Performance Against Strategic Priorities

Break down performance relative to the organization's key strategic areas. Include measurable results and qualitative insights.

Strategic Priority Area 1: [Title]

- Summary of FY goals
- Key outcomes and metrics
- Lessons learned and ongoing work

Strategic Priority Area 2: [Title]

- Summary of FY goals
- Key outcomes and metrics
- Lessons learned and ongoing work

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3. Organizational Health & Internal Culture

Discuss internal leadership, team alignment, talent development, staff morale, and capacity building.

Example: "The realignment of our senior team clarified leadership roles and improved coordination across sites. We achieved a 92% retention rate across management tiers and launched a leadership coaching series for school-based administrators."

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4. Governance & Board Relations

Summarize the ED's engagement with the Board, including support for Board effectiveness, communication cadence, and transparency.

Example: "Consistent monthly reporting and financial transparency deepened trust with the Board. We launched a new Board dashboard, initiated one-on-one check-ins with new members, and implemented a board self-assessment process."

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5. Key Challenges and Risks

Provide a candid reflection on major barriers or risks encountered. Address how challenges were navigated or remain unresolved.

Example: "Delayed state funding and unexpected staff vacancies early in the year strained operations. While we stabilized by Q3, building a stronger contingency reserve remains a key area of focus."

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6. Reflection on Current or Prior Year OKRs

Provide a summary of the Executive Director's performance relative to the OKRs set at the beginning of the fiscal year. Discuss progress made, any key results achieved or not achieved, and contextual insights.

Objective 1: [Title]

- KR1: [Result & Commentary]
- KR2: [Result & Commentary]
- KR3: [Optional]

Objective 2: [Title]

- KR1: [Result & Commentary]
- KR2: [Result & Commentary]
- KR3: [Optional]

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7. Looking Ahead: Proposed Strategic OKRs for the Coming Year

Introduce 2–3 forward-looking Objectives and 2–4 Key Results per Objective that reflect strategic, mission-aligned priorities.

Objective 1: [Strategic Goal]

- KR1: [Measurable Result]
- KR2: [Measurable Result]
- KR3: [Optional]

Objective 2: [Strategic Goal]

- KR1: [Measurable Result]
- KR2: [Measurable Result]
- KR3: [Optional]

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8. Appendices (Optional)

Include any supporting documents that reinforce performance narratives:

- Budget vs. Actuals Snapshot
- Staff Org Chart
- Compliance Summary
- Key Performance Indicators (KPIs) Dashboard

Submitted by:
[Executive Director Name]
[Date]

TEACH Inc. Executive Director OKRs for FY 2025–26

The following OKRs (Objectives and Key Results) define the Executive Director's performance priorities for FY 2025–26. These goals reflect the organization's strategic needs and are designed to anchor the annual evaluation process through measurable outcomes.

Objective 1: Navigate Renewal or Transition for TEACH Prep Based on State Performance Designation

Lead a responsive, legally sound, and mission-aligned process that either secures charter renewal or initiates an orderly transition plan if renewal is not pursued due to a low-performance classification.

Key Results (FY 2025–26):
1. TEACH Prep renewal petition is submitted to LAUSD with zero compliance flags or revision requests during the authorizer's intake review.
2. The TEACH Board holds a formal vote on the go-forward recommendation at the first scheduled board meeting after the release of official state charter performance data (expected November 2025), based on a documented internal classification analysis.
3. If classified as middle-performing: The LAUSD board vote occurs by January 27, 2026, and, if denied, a complete LACOE appeal is filed within the legal deadline, with no procedural deficiencies cited.
4. If classified as low-performing: The renewal petition is withdrawn based on board direction, and at least one signed MOU or draft transition agreement is presented to the Board by May 2026, including measures for staff and student continuity.
5. A stakeholder communication plan is executed, with ≥90% of TEACH Prep staff and families reporting awareness of the renewal or transition plan by June 2026, as measured by an internal survey or engagement logs.

Objective 2: Stabilize Core Finances and Implement a Refined CMO Agreement

Promote long-term financial sustainability by realigning cost structures, increasing transparency in shared services, and strengthening fiscal reserves — enabling the CMO to serve as a financial backstop for schools experiencing short-term revenue volatility.

Key Results (FY 2025–26):
1. A revised CMO Services Agreement is board-approved, with a clearly defined scope of services and standardized fee structure, as reflected in the official board minutes.
2. All TEACH Inc. entities — including the CMO and its managed schools — report balanced or surplus positions in the FY 2025–26 unaudited actuals, with no material audit findings.
3. By March 31, 2026, identify and implement at least one operational efficiency within the CMO service delivery model that results in a documented cost savings or improved

resource allocation without compromising service quality.
4. TEACH Inc. maintains a year-end reserve equal to 2–3% of total managed revenue (CMO + schools) to provide contingency support for short-term school deficits, reducing the need for reactive staffing or programmatic cuts.

Objective 3: Strengthen CMO Operational Efficiency Through Scalable Systems and Shared Infrastructure

Reduce reliance on person-dependent processes by codifying institutional knowledge, formalizing cross-functional SOPs, and ensuring leadership continuity.

Key Results (FY 2025–26):
1. At least 10 high-priority CMO SOPs are finalized and assigned to owners, with 100% including annual update schedules and cross-functional review checkpoints.
2. An internal knowledge portal is launched by November 2025, with ≥90% of CMO and school support staff trained in its access and use, as verified by login or completion logs.
3. A Continuity & Cross-Training Plan is reviewed by the Board by May 2026, documenting that 100% of C-suite and director-level roles have a designated and trained backup.
4. At least 75% of recurring CMO workflows (e.g., accounts payable, HR onboarding, enrollment tracking) show reduced turnaround times or increased task coverage compared to FY 2024–25 baseline metrics.

Coversheet

Introduction to the new Principals

Section: III. Items for Potential Action
Item: D. Introduction to the new Principals
Purpose: FYI
Submitted by:
Related Material:
TEACH TECH Principal Announcement - James Cordero (HS) and Josh DeWeerd (MS).pdf

Announcement:

Welcome Mr. James Cordero as Principal of TEACH Tech Charter High School

We are proud to announce the selection of Mr. James Cordero as the new Principal of TEACH Tech Charter High School, effective July 1, 2025. Mr. Cordero has been a valued member of the TEACH family since 2022, where he has served as a dynamic educator and leader, teaching United States History, AP U.S. History, and Journalism. He has also led our CIF varsity volleyball teams and has contributed meaningfully to the TEACH community.

Mr. Cordero brings more than a decade of prior principal experience from his leadership roles at Mary Star of the Sea Elementary and St. Bernard School under the Archdiocese of Los Angeles. In these roles, he led successful WASC accreditation processes, managed multi-million dollar budgets and endowments, oversaw significant campus modernization efforts, and guided schools through transformational academic, operational, and community initiatives. Notably, he was recognized nationally by the NCEA as a Top Five Educator in 2021 and led award-winning pandemic responses during COVID-19.

As a lifelong educator, mentor, and coach, Mr. Cordero brings a commitment to equity, academic excellence, and student-centered leadership that aligns with the mission and values of the TEACH organization. His passion for education, institutional knowledge, and history of impactful leadership will serve TEACH Tech students, staff, and families well as we move forward.

Please join us in welcoming Mr. Cordero into his new role as Principal of TEACH Tech Charter High School!

Announcement:

Josh DeWeerd Selected as Principal of TEACH Academy Middle School

We are pleased to announce that Mr. Josh DeWeerd has been selected as the new Principal of TEACH Academy Middle School. Mr. DeWeerd brings over two decades of educational leadership experience, having served as a principal, executive director, and state education administrator across multiple states and school models.

Mr. DeWeerd holds a B.S.Ed. in Secondary Education and a M.A.Ed. in Educational Administration. He is endorsed as a PK-12 Principal and Secondary Social Sciences educator. Throughout his career, Mr. DeWeerd has consistently demonstrated a deep commitment to student success, community partnership, and instructional excellence. He has led schools through accreditation processes, implemented innovative STEM programs, guided schools to high academic performance rankings, and built systems rooted in equity, data-driven instruction, and strong culture and climate.

As a servant leader and relationship builder, Mr. DeWeerd brings dynamic communication skills and a passion for building inclusive school communities. His leadership will be a strong asset as TEACH Academy Middle School continues to grow and thrive.

Please join us in giving a warm welcome to Mr. Josh DeWeerd as the new Principal of TEACH Academy Middle School!

Coversheet

Consideration of 2025–26 Management Services Memorandum of Understanding (CMO MOU)

Section: III. Items for Potential Action
Item: G. Consideration of 2025–26 Management Services Memorandum of Understanding (CMO MOU)
Purpose: Vote
Submitted by:
Related Material: TEACH Tech CMO Agreement 07.07.25.pdf
TEACH Prep CMO Agreement 07.07.25.pdf
TEACH Academy of Technologies CMO Agreement 07.07.25.pdf

MANAGEMENT SERVICES MEMORANDUM OF UNDERSTANDING
Between TEACH Public Schools and TEACH Tech Charter High School

This Management Services Memorandum of Understanding ("MOU") is made and entered into as of July 29, 2025, by and between:

- **TEACH Public Schools**, a Charter Management Organization ("CMO" or "Manager") operating under TEACH Inc. a California nonprofit public benefit corporation; and
- **TEACH Tech Charter High School**, a public charter school authorized as a local educational agency (LEA) under the governance of TEACH Inc. ("School").

For purposes of this MOU, **"site leadership"** refers to the **School Principal**.

This MOU serves as a formal delegation of responsibilities between the central office of TEACH Public Schools and the charter school site, to document the internal delegation of responsibilities for operational management, academic oversight, and regulatory compliance across the TEACH Public Schools network. It is not a legal contract between separate legal entities, but an internal governance document acknowledging shared services, resource allocations, and oversight responsibilities within the TEACH Inc. corporate structure.

Background
TEACH Inc. operates multiple LEA charter schools under the authority of a single nonprofit corporate board. This Memorandum formalizes the shared service model and governance structure that supports fiscal integrity, academic performance, and operational efficiency across the organization.

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1. Purpose

The purpose of this MOU is to formally document the internal delegation of responsibilities between TEACH Public Schools, as the CMO and TEACH Tech Charter High School, as an LEA charter school under its authority. This MOU clarifies operational, academic, and fiscal functions to ensure effective school performance, regulatory compliance, and alignment with TEACH Inc’s charter obligations and nonprofit governance standards.

2. Term

This MOU shall be effective as of July 29, 2025, and shall remain in effect until amended or superseded by action of the TEACH Inc. Board. It is not a fixed-term contract, but a standing delegation of responsibilities that will be reviewed periodically to ensure ongoing alignment with organizational needs, charter obligations, and regulatory requirements.

3. Scope of Services

All services shall be delivered in accordance with TEACH Inc. Board-adopted policies and procedures, including but not limited to Fiscal, Personnel (as set forth in the Employee Handbook), and Data Protection policies. TEACH Public Schools shall provide the following centralized services to the School, subject to oversight by the Board of Directors of TEACH Inc.:

1. Governance support and regulatory compliance assistance, including board meeting preparation, charter authorizer coordination, monitoring of organizational compliance policies, support with state and federal reporting (e.g., LCAP, SARC, Uniform Complaint Procedures), maintenance of the nonprofit corporation's good standing through corporate filings, records, and policies, and compliance with applicable public meeting laws, including the Brown Act;
2. Charter petition development, renewal strategy, and authorizer engagement, including preparation of initial charter petitions, renewal applications, material revisions, and coordination of annual oversight processes and documentation; TEACH Public Schools shall also serve as the lead project manager for the authorizer oversight process and the annual independent audit, including auditor selection, deliverable coordination, deadline tracking, and cross-site compliance preparation; provided, however, that site leadership remains responsible for supplying site-level data, narrative components, and access to records or personnel as required;
3. Facilities planning, financing, regulatory coordination, and vendor oversight, including lease or acquisition negotiations, construction or renovation project management, long-term facilities strategy, and centralized support for compliance with applicable health, safety, and public contracting laws; provided, however, that site leadership remains responsible for day-to-day facility operations and campus-level custodial coordination;
4. Budget development, multi-year financial forecasting, and board fiscal advisement, including the preparation of annual operating budgets in consultation with school leadership, cash flow projections, interim reporting, LCFF revenue modeling, and support for board adoption of compliant and sustainable financial plans;
5. Accounting, payroll, accounts payable, and audit support, whether provided directly by TEACH Public Schools or through contracted third-party back-office service providers;
6. Human resources services, including support for organization-wide recruitment processes (e.g., job postings, initial screening, and process guidance), onboarding procedures (including compliance training, benefits enrollment, and personnel systems setup), benefits administration, personnel file maintenance, and guidance on employment law and workplace compliance; TEACH Public Schools shall maintain all official personnel policies and procedures and conduct or coordinate workplace investigations as needed, while site leadership remains responsible for local staff supervision, candidate selection, and ongoing performance management in alignment with established policies;
7. Legal support and risk management, including oversight of legal strategy and engagement of outside counsel for matters involving compliance, employment, special education, governance, facilities, or authorizer relations; TEACH Public Schools shall coordinate legal consultation and ensure consistency in policy application and risk mitigation across all schools;
8. Oversight of organizational banking, bond reporting, and investment management, including serving as the authorized signer on all bank accounts, administering fund segregation and reconciliation processes, and ensuring adherence to the Board-adopted

investment policy and bondholder reporting obligations; school sites shall not establish or operate independent financial accounts;

9. Supervision and support of School leadership, including implementation of the Principal evaluation process developed by the Chief Academic & School Improvement Officer (CASI), with decisions regarding the Principal's employment status made by the Executive Director based on CASI's recommendations;
10. Oversight of student information system (SIS) platform selection and compliance integration (e.g., CALPADS), including configuration, user access control, training, and compliance data submission protocols; as well as centralized IT systems management, including network security, device procurement standards, and enforcement of organizational data protection and FERPA compliance policies; provided, however, that site leadership shall remain responsible for day-to-day device usage, user support, and campus-level troubleshooting;
11. School site leadership retains primary responsibility for executing student recruitment, community engagement, and enrollment activities. TEACH Public Schools shall provide enrollment marketing and public relations support, including centralized development of marketing materials, digital campaigns, enrollment data systems, and logistical support for school-led recruitment events and family engagement meetings;
12. Grant application development and submission, including all state, federal, and private funding opportunities; TEACH Public Schools shall coordinate and manage application strategy, submission, and post-award compliance reporting, with school site leadership responsible for contributing programmatic and operational information as needed;
13. Operational oversight and support for procurement and contracting processes in accordance with the TEACH Inc. Fiscal Policy, including vendor coordination, contract review, and purchasing compliance; school site leadership shall initiate procurement activity in alignment with applicable thresholds and procedures as established by TEACH Public Schools;
14. Instructional leadership and school improvement support through the Chief Academic & School Improvement (CASI) role, including coaching, data-driven instruction, professional development, and academic progress monitoring;
15. Oversight of state-mandated testing coordination (e.g., CAASPP, ELPAC, FIAB), academic accountability compliance, curriculum alignment, and charter-aligned academic reporting in collaboration with site leaders; and
16. Administration and compliance oversight of the federal school food program, including all responsibilities assigned to the Food Service Authority (FSA); and
17. Coordination of special education compliance and SELPA reporting, including IEP system administration, vendor oversight, and procedural safeguard adherence in collaboration with site teams;
18. Procurement and administration of organizational insurance policies, including general liability, workers' compensation, and facilities coverage, in compliance with state and authorizer requirements;
19. Implementation of organization-wide fiscal policies, internal controls, and compliance with state financial reporting standards (e.g., SACS, AB1200); and
20. Any other support services reasonably requested by the School and authorized by TEACH Public Schools

4. Centralized Systems and Platform Governance

TEACH Public Schools shall be responsible for managing key organization-wide systems and compliance platforms, including but not limited to:

- Student information systems (SIS) for attendance, CALPADS, and reporting,
- Special education management systems for IEP compliance,
- State and federal data submission portals,
- Financial and procurement software,
- Human resources and payroll platforms,
- Board meeting and governance documentation systems,
- School nutrition compliance and reimbursement software.

TEACH Public Schools will select and oversee these platforms with input from School leadership where appropriate. School sites retain autonomy over instructional materials, academic software, classroom tools, and site-specific platforms related to pedagogy, as long as such selections comply with all applicable policies and budgetary limits.

All other responsibilities not expressly delegated above remain the direct responsibility of the School site leadership, under the supervision of TEACH Public Schools

5. Service Fee

In consideration of the services rendered by TEACH Public Schools, the School shall allocate a monthly internal management services fee in the amount of 9.5% of the School's total monthly revenue, as determined by generally accepted accounting principles and State school funding methodologies.

The fee shall be internally recorded and reconciled within 30 days following the end of each month and reflected in both entities' financial reporting. The Parties acknowledge that this allocation is designed to equitably allocate centralized service costs in proportion to school-level revenues, consistent with TEACH Public Schools's obligations as a tax-exempt organization under Internal Revenue Code §501(c)(3).

6. Board Oversight

The TEACH Inc. Board of Directors serves as the governing body for the corporation and for all charter schools operated under its authority. Each TEACH Public School's school is governed solely by the TEACH Inc. Board of Directors; no separate or subordinate school-level boards exist. The Board maintains full fiduciary and legal oversight of all schools and their respective charters. Nothing in this MOU shall be interpreted to abridge the independent fiduciary responsibilities of the Board or its compliance obligations under state or federal law. Nothing herein shall be interpreted to delegate duties that must, by law or authorizer requirement, be exercised directly by the governing board.

7. Governance and Compliance

This MOU is intended to support:

- Internal controls and fiscal clarity;
- Transparency for audit and authorizer review;
- IRS compliance with nonprofit governance standards; and
- Operational consistency across the organization.

8. School Site Responsibilities

School site leadership shall remain responsible for all day-to-day campus operations, instructional delivery, student supervision, emergency preparedness and safety drills (e.g., fire, lockdown), discipline, staff scheduling, local vendor relations, and any other duties not expressly delegated to TEACH Public Schools in this MOU. School leadership shall collaborate with TEACH Public Schools to ensure compliance with organizational policies, state law, and the School's approved charter.

9. Amendment and Interpretation

This MOU may be amended by mutual written agreement of the TEACH Inc. Board. Any questions of interpretation regarding service responsibilities shall be resolved by the Executive Director in consultation with the School site leader and reported to the Board as needed.

Adoption
This Memorandum of Understanding was reviewed and ratified by the TEACH Inc. Board of Directors on July 29, 2025, as the governing body for TEACH Public Schools and all its operated charter schools.

Signatures

TEACH Public Schools, a CMO operated by TEACH Inc.

By: _____
Name: _____
Title: _____
Date: _____

TEACH Tech Charter High School, an LEA charter school operated by TEACH Inc.

By: _____
Name: _____
Title: _____
Date: _____

MANAGEMENT SERVICES MEMORANDUM OF UNDERSTANDING
Between TEACH Public Schools and TEACH Preparatory Elementary School

This Management Services Memorandum of Understanding ("MOU") is made and entered into as of July 29, 2025, by and between:

- **TEACH Public Schools**, a Charter Management Organization ("CMO" or "Manager") operating under TEACH Inc. a California nonprofit public benefit corporation; and
- **TEACH Preparatory Elementary School**, a public charter school authorized as a local educational agency (LEA) under the governance of TEACH Inc. ("School").

For purposes of this MOU, **"site leadership"** refers to the **School Principal**.

This MOU serves as a formal delegation of responsibilities between the central office of TEACH Public Schools and the charter school site, to document the internal delegation of responsibilities for operational management, academic oversight, and regulatory compliance across the TEACH Public Schools network. It is not a legal contract between separate legal entities, but an internal governance document acknowledging shared services, resource allocations, and oversight responsibilities within the TEACH Inc. corporate structure.

Background
TEACH Inc. operates multiple LEA charter schools under the authority of a single nonprofit corporate board. This Memorandum formalizes the shared service model and governance structure that supports fiscal integrity, academic performance, and operational efficiency across the organization.

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1. Purpose

The purpose of this MOU is to formally document the internal delegation of responsibilities between TEACH Public Schools, as the CMO and TEACH Preparatory Elementary School, as an LEA charter school under its authority. This MOU clarifies operational, academic, and fiscal functions to ensure effective school performance, regulatory compliance, and alignment with TEACH Inc’s charter obligations and nonprofit governance standards.

2. Term

This MOU shall be effective as of July 29, 2025, and shall remain in effect until amended or superseded by action of the TEACH Inc. Board. It is not a fixed-term contract, but a standing delegation of responsibilities that will be reviewed periodically to ensure ongoing alignment with organizational needs, charter obligations, and regulatory requirements.

3. Scope of Services

All services shall be delivered in accordance with TEACH Inc. Board-adopted policies and procedures, including but not limited to Fiscal, Personnel (as set forth in the Employee Handbook), and Data Protection policies. TEACH Public Schools shall provide the following centralized services to the School, subject to oversight by the Board of Directors of TEACH Inc.:

1. Governance support and regulatory compliance assistance, including board meeting preparation, charter authorizer coordination, monitoring of organizational compliance policies, support with state and federal reporting (e.g., LCAP, SARC, Uniform Complaint Procedures), maintenance of the nonprofit corporation's good standing through corporate filings, records, and policies, and compliance with applicable public meeting laws, including the Brown Act;
2. Charter petition development, renewal strategy, and authorizer engagement, including preparation of initial charter petitions, renewal applications, material revisions, and coordination of annual oversight processes and documentation; TEACH Public Schools shall also serve as the lead project manager for the authorizer oversight process and the annual independent audit, including auditor selection, deliverable coordination, deadline tracking, and cross-site compliance preparation; provided, however, that site leadership remains responsible for supplying site-level data, narrative components, and access to records or personnel as required;
3. Facilities planning, financing, regulatory coordination, and vendor oversight, including lease or acquisition negotiations, construction or renovation project management, long-term facilities strategy, and centralized support for compliance with applicable health, safety, and public contracting laws; provided, however, that site leadership remains responsible for day-to-day facility operations and campus-level custodial coordination;
4. Budget development, multi-year financial forecasting, and board fiscal advisement, including the preparation of annual operating budgets in consultation with school leadership, cash flow projections, interim reporting, LCFF revenue modeling, and support for board adoption of compliant and sustainable financial plans;
5. Accounting, payroll, accounts payable, and audit support, whether provided directly by TEACH Public Schools or through contracted third-party back-office service providers;
6. Human resources services, including support for organization-wide recruitment processes (e.g., job postings, initial screening, and process guidance), onboarding procedures (including compliance training, benefits enrollment, and personnel systems setup), benefits administration, personnel file maintenance, and guidance on employment law and workplace compliance; TEACH Public Schools shall maintain all official personnel policies and procedures and conduct or coordinate workplace investigations as needed, while site leadership remains responsible for local staff supervision, candidate selection, and ongoing performance management in alignment with established policies;
7. Legal support and risk management, including oversight of legal strategy and engagement of outside counsel for matters involving compliance, employment, special education, governance, facilities, or authorizer relations; TEACH Public Schools shall coordinate legal consultation and ensure consistency in policy application and risk mitigation across all schools;
8. Oversight of organizational banking, bond reporting, and investment management, including serving as the authorized signer on all bank accounts, administering fund segregation and reconciliation processes, and ensuring adherence to the Board-adopted

investment policy and bondholder reporting obligations; school sites shall not establish or operate independent financial accounts;

9. Supervision and support of School leadership, including implementation of the Principal evaluation process developed by the Chief Academic & School Improvement Officer (CASI), with decisions regarding the Principal's employment status made by the Executive Director based on CASI's recommendations;
10. Oversight of student information system (SIS) platform selection and compliance integration (e.g., CALPADS), including configuration, user access control, training, and compliance data submission protocols; as well as centralized IT systems management, including network security, device procurement standards, and enforcement of organizational data protection and FERPA compliance policies; provided, however, that site leadership shall remain responsible for day-to-day device usage, user support, and campus-level troubleshooting;
11. School site leadership retains primary responsibility for executing student recruitment, community engagement, and enrollment activities. TEACH Public Schools shall provide enrollment marketing and public relations support, including centralized development of marketing materials, digital campaigns, enrollment data systems, and logistical support for school-led recruitment events and family engagement meetings;
12. Grant application development and submission, including all state, federal, and private funding opportunities; TEACH Public Schools shall coordinate and manage application strategy, submission, and post-award compliance reporting, with school site leadership responsible for contributing programmatic and operational information as needed;
13. Operational oversight and support for procurement and contracting processes in accordance with the TEACH Inc. Fiscal Policy, including vendor coordination, contract review, and purchasing compliance; school site leadership shall initiate procurement activity in alignment with applicable thresholds and procedures as established by TEACH Public Schools;
14. Instructional leadership and school improvement support through the Chief Academic & School Improvement (CASI) role, including coaching, data-driven instruction, professional development, and academic progress monitoring;
15. Oversight of state-mandated testing coordination (e.g., CAASPP, ELPAC, FIAB), academic accountability compliance, curriculum alignment, and charter-aligned academic reporting in collaboration with site leaders; and
16. Administration and compliance oversight of the federal school food program, including all responsibilities assigned to the Food Service Authority (FSA); and
17. Coordination of special education compliance and SELPA reporting, including IEP system administration, vendor oversight, and procedural safeguard adherence in collaboration with site teams;
18. Procurement and administration of organizational insurance policies, including general liability, workers' compensation, and facilities coverage, in compliance with state and authorizer requirements;
19. Implementation of organization-wide fiscal policies, internal controls, and compliance with state financial reporting standards (e.g., SACS, AB1200); and
20. Any other support services reasonably requested by the School and authorized by TEACH Public Schools

4. Centralized Systems and Platform Governance

TEACH Public Schools shall be responsible for managing key organization-wide systems and compliance platforms, including but not limited to:

- Student information systems (SIS) for attendance, CALPADS, and reporting,
- Special education management systems for IEP compliance,
- State and federal data submission portals,
- Financial and procurement software,
- Human resources and payroll platforms,
- Board meeting and governance documentation systems,
- School nutrition compliance and reimbursement software.

TEACH Public Schools will select and oversee these platforms with input from School leadership where appropriate. School sites retain autonomy over instructional materials, academic software, classroom tools, and site-specific platforms related to pedagogy, as long as such selections comply with all applicable policies and budgetary limits.

All other responsibilities not expressly delegated above remain the direct responsibility of the School site leadership, under the supervision of TEACH Public Schools

5. Service Fee

In consideration of the services rendered by TEACH Public Schools, the School shall allocate a monthly internal management services fee in the amount of 9.5% of the School's total monthly revenue, as determined by generally accepted accounting principles and State school funding methodologies.

The fee shall be internally recorded and reconciled within 30 days following the end of each month and reflected in both entities' financial reporting. The Parties acknowledge that this allocation is designed to equitably allocate centralized service costs in proportion to school-level revenues, consistent with TEACH Public Schools's obligations as a tax-exempt organization under Internal Revenue Code §501(c)(3).

6. Board Oversight

The TEACH Inc. Board of Directors serves as the governing body for the corporation and for all charter schools operated under its authority. Each TEACH Public School's school is governed solely by the TEACH Inc. Board of Directors; no separate or subordinate school-level boards exist. The Board maintains full fiduciary and legal oversight of all schools and their respective charters. Nothing in this MOU shall be interpreted to abridge the independent fiduciary responsibilities of the Board or its compliance obligations under state or federal law. Nothing herein shall be interpreted to delegate duties that must, by law or authorizer requirement, be exercised directly by the governing board.

7. Governance and Compliance

This MOU is intended to support:

- Internal controls and fiscal clarity;
- Transparency for audit and authorizer review;
- IRS compliance with nonprofit governance standards; and
- Operational consistency across the organization.

8. School Site Responsibilities

School site leadership shall remain responsible for all day-to-day campus operations, instructional delivery, student supervision, emergency preparedness and safety drills (e.g., fire, lockdown), discipline, staff scheduling, local vendor relations, and any other duties not expressly delegated to TEACH Public Schools in this MOU. School leadership shall collaborate with TEACH Public Schools to ensure compliance with organizational policies, state law, and the School's approved charter.

9. Amendment and Interpretation

This MOU may be amended by mutual written agreement of the TEACH Inc. Board. Any questions of interpretation regarding service responsibilities shall be resolved by the Executive Director in consultation with the School site leader and reported to the Board as needed.

Adoption
This Memorandum of Understanding was reviewed and ratified by the TEACH Inc. Board of Directors on July 29, 2025, as the governing body for TEACH Public Schools and all its operated charter schools.

Signatures

TEACH Public Schools, a CMO operated by TEACH Inc.

By: _____
Name: _____
Title: _____
Date: _____

TEACH Preparatory Elementary School, an LEA charter school operated by TEACH Inc.

By: _____
Name: _____
Title: _____
Date: _____

MANAGEMENT SERVICES MEMORANDUM OF UNDERSTANDING
Between TEACH Public Schools and TEACH Academy of Technologies

This Management Services Memorandum of Understanding ("MOU") is made and entered into as of July 29, 2025, by and between:

- **TEACH Public Schools**, a Charter Management Organization ("CMO" or "Manager") operating under TEACH Inc. a California nonprofit public benefit corporation; and
- **TEACH Academy of Technologies**, a public charter school authorized as a local educational agency (LEA) under the governance of TEACH Inc. ("School").

For purposes of this MOU, **"site leadership"** refers to the **School Principal**.

This MOU serves as a formal delegation of responsibilities between the central office of TEACH Public Schools and the charter school site, to document the internal delegation of responsibilities for operational management, academic oversight, and regulatory compliance across the TEACH Public Schools network. It is not a legal contract between separate legal entities, but an internal governance document acknowledging shared services, resource allocations, and oversight responsibilities within the TEACH Inc. corporate structure.

Background
TEACH Inc. operates multiple LEA charter schools under the authority of a single nonprofit corporate board. This Memorandum formalizes the shared service model and governance structure that supports fiscal integrity, academic performance, and operational efficiency across the organization.

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1. Purpose

The purpose of this MOU is to formally document the internal delegation of responsibilities between TEACH Public Schools, as the CMO and TEACH Academy of Technologies, as an LEA charter school under its authority. This MOU clarifies operational, academic, and fiscal functions to ensure effective school performance, regulatory compliance, and alignment with TEACH Inc’s charter obligations and nonprofit governance standards.

2. Term

This MOU shall be effective as of July 29, 2025, and shall remain in effect until amended or superseded by action of the TEACH Inc. Board. It is not a fixed-term contract, but a standing delegation of responsibilities that will be reviewed periodically to ensure ongoing alignment with organizational needs, charter obligations, and regulatory requirements.

3. Scope of Services

All services shall be delivered in accordance with TEACH Inc. Board-adopted policies and procedures, including but not limited to Fiscal, Personnel (as set forth in the Employee Handbook), and Data Protection policies. TEACH Public Schools shall provide the following centralized services to the School, subject to oversight by the Board of Directors of TEACH Inc.:

1. Governance support and regulatory compliance assistance, including board meeting preparation, charter authorizer coordination, monitoring of organizational compliance policies, support with state and federal reporting (e.g., LCAP, SARC, Uniform Complaint Procedures), maintenance of the nonprofit corporation's good standing through corporate filings, records, and policies, and compliance with applicable public meeting laws, including the Brown Act;
2. Charter petition development, renewal strategy, and authorizer engagement, including preparation of initial charter petitions, renewal applications, material revisions, and coordination of annual oversight processes and documentation; TEACH Public Schools shall also serve as the lead project manager for the authorizer oversight process and the annual independent audit, including auditor selection, deliverable coordination, deadline tracking, and cross-site compliance preparation; provided, however, that site leadership remains responsible for supplying site-level data, narrative components, and access to records or personnel as required;
3. Facilities planning, financing, regulatory coordination, and vendor oversight, including lease or acquisition negotiations, construction or renovation project management, long-term facilities strategy, and centralized support for compliance with applicable health, safety, and public contracting laws; provided, however, that site leadership remains responsible for day-to-day facility operations and campus-level custodial coordination;
4. Budget development, multi-year financial forecasting, and board fiscal advisement, including the preparation of annual operating budgets in consultation with school leadership, cash flow projections, interim reporting, LCFF revenue modeling, and support for board adoption of compliant and sustainable financial plans;
5. Accounting, payroll, accounts payable, and audit support, whether provided directly by TEACH Public Schools or through contracted third-party back-office service providers;
6. Human resources services, including support for organization-wide recruitment processes (e.g., job postings, initial screening, and process guidance), onboarding procedures (including compliance training, benefits enrollment, and personnel systems setup), benefits administration, personnel file maintenance, and guidance on employment law and workplace compliance; TEACH Public Schools shall maintain all official personnel policies and procedures and conduct or coordinate workplace investigations as needed, while site leadership remains responsible for local staff supervision, candidate selection, and ongoing performance management in alignment with established policies;
7. Legal support and risk management, including oversight of legal strategy and engagement of outside counsel for matters involving compliance, employment, special education, governance, facilities, or authorizer relations; TEACH Public Schools shall coordinate legal consultation and ensure consistency in policy application and risk mitigation across all schools;
8. Oversight of organizational banking, bond reporting, and investment management, including serving as the authorized signer on all bank accounts, administering fund segregation and reconciliation processes, and ensuring adherence to the Board-adopted

investment policy and bondholder reporting obligations; school sites shall not establish or operate independent financial accounts;

9. Supervision and support of School leadership, including implementation of the Principal evaluation process developed by the Chief Academic & School Improvement Officer (CASI), with decisions regarding the Principal's employment status made by the Executive Director based on CASI's recommendations;
10. Oversight of student information system (SIS) platform selection and compliance integration (e.g., CALPADS), including configuration, user access control, training, and compliance data submission protocols; as well as centralized IT systems management, including network security, device procurement standards, and enforcement of organizational data protection and FERPA compliance policies; provided, however, that site leadership shall remain responsible for day-to-day device usage, user support, and campus-level troubleshooting;
11. School site leadership retains primary responsibility for executing student recruitment, community engagement, and enrollment activities. TEACH Public Schools shall provide enrollment marketing and public relations support, including centralized development of marketing materials, digital campaigns, enrollment data systems, and logistical support for school-led recruitment events and family engagement meetings;
12. Grant application development and submission, including all state, federal, and private funding opportunities; TEACH Public Schools shall coordinate and manage application strategy, submission, and post-award compliance reporting, with school site leadership responsible for contributing programmatic and operational information as needed;
13. Operational oversight and support for procurement and contracting processes in accordance with the TEACH Inc. Fiscal Policy, including vendor coordination, contract review, and purchasing compliance; school site leadership shall initiate procurement activity in alignment with applicable thresholds and procedures as established by TEACH Public Schools;
14. Instructional leadership and school improvement support through the Chief Academic & School Improvement (CASI) role, including coaching, data-driven instruction, professional development, and academic progress monitoring;
15. Oversight of state-mandated testing coordination (e.g., CAASPP, ELPAC, FIAB), academic accountability compliance, curriculum alignment, and charter-aligned academic reporting in collaboration with site leaders; and
16. Administration and compliance oversight of the federal school food program, including all responsibilities assigned to the Food Service Authority (FSA); and
17. Coordination of special education compliance and SELPA reporting, including IEP system administration, vendor oversight, and procedural safeguard adherence in collaboration with site teams;
18. Procurement and administration of organizational insurance policies, including general liability, workers' compensation, and facilities coverage, in compliance with state and authorizer requirements;
19. Implementation of organization-wide fiscal policies, internal controls, and compliance with state financial reporting standards (e.g., SACS, AB1200); and
20. Any other support services reasonably requested by the School and authorized by TEACH Public Schools

4. Centralized Systems and Platform Governance

TEACH Public Schools shall be responsible for managing key organization-wide systems and compliance platforms, including but not limited to:

- Student information systems (SIS) for attendance, CALPADS, and reporting,
- Special education management systems for IEP compliance,
- State and federal data submission portals,
- Financial and procurement software,
- Human resources and payroll platforms,
- Board meeting and governance documentation systems,
- School nutrition compliance and reimbursement software.

TEACH Public Schools will select and oversee these platforms with input from School leadership where appropriate. School sites retain autonomy over instructional materials, academic software, classroom tools, and site-specific platforms related to pedagogy, as long as such selections comply with all applicable policies and budgetary limits.

All other responsibilities not expressly delegated above remain the direct responsibility of the School site leadership, under the supervision of TEACH Public Schools

5. Service Fee

In consideration of the services rendered by TEACH Public Schools, the School shall allocate a monthly internal management services fee in the amount of 9.5% of the School's total monthly revenue, as determined by generally accepted accounting principles and State school funding methodologies.

The fee shall be internally recorded and reconciled within 30 days following the end of each month and reflected in both entities' financial reporting. The Parties acknowledge that this allocation is designed to equitably allocate centralized service costs in proportion to school-level revenues, consistent with TEACH Public Schools's obligations as a tax-exempt organization under Internal Revenue Code §501(c)(3).

6. Board Oversight

The TEACH Inc. Board of Directors serves as the governing body for the corporation and for all charter schools operated under its authority. Each TEACH Public School's school is governed solely by the TEACH Inc. Board of Directors; no separate or subordinate school-level boards exist. The Board maintains full fiduciary and legal oversight of all schools and their respective charters. Nothing in this MOU shall be interpreted to abridge the independent fiduciary responsibilities of the Board or its compliance obligations under state or federal law. Nothing herein shall be interpreted to delegate duties that must, by law or authorizer requirement, be exercised directly by the governing board.

7. Governance and Compliance

This MOU is intended to support:

- Internal controls and fiscal clarity;
- Transparency for audit and authorizer review;
- IRS compliance with nonprofit governance standards; and
- Operational consistency across the organization.

8. School Site Responsibilities

School site leadership shall remain responsible for all day-to-day campus operations, instructional delivery, student supervision, emergency preparedness and safety drills (e.g., fire, lockdown), discipline, staff scheduling, local vendor relations, and any other duties not expressly delegated to TEACH Public Schools in this MOU. School leadership shall collaborate with TEACH Public Schools to ensure compliance with organizational policies, state law, and the School's approved charter.

9. Amendment and Interpretation

This MOU may be amended by mutual written agreement of the TEACH Inc. Board. Any questions of interpretation regarding service responsibilities shall be resolved by the Executive Director in consultation with the School site leader and reported to the Board as needed.

Adoption
This Memorandum of Understanding was reviewed and ratified by the TEACH Inc. Board of Directors on July 29, 2025, as the governing body for TEACH Public Schools and all its operated charter schools.

Signatures

TEACH Public Schools, a CMO operated by TEACH Inc.

By: _____
Name: _____
Title: _____
Date: _____

TEACH Academy of Technologies, an LEA charter school operated by TEACH Inc.

By: _____
Name: _____
Title: _____
Date: _____

Coversheet

Update on 2024–2025 LAUSD Charter School Oversight Reports

Section:	III. Items for Potential Action
Item:	H. Update on 2024–2025 LAUSD Charter School Oversight Reports
Purpose:	Discuss
Submitted by:	
Related Material:	TCHCNHM 2452 APBOV Report 2024-2025 Final.pdf TCHACAD 5982 APBOV Report 2024-2025 Final.pdf TCHTCHS 7608 APBOV Report 2024-2025 Final.pdf

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*
2024-2025 SCHOOL YEAR
FOR

TEACH PREPARATORY MILDRED S. CUNNINGHAM & EDITH H. MORRIS ELEMENTARY SCHOOL - 2452
Name and Location Code of Charter School

LAUSD Vision

Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

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.

Revised 12/12/2024

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/20/2025**

Charter School Name:	**TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary**		**Location Code:**	**2452**
Current Address:	**City:**	**ZIP Code:**	**Phone:**	**Fax:**
8505 S. Western Avenue	**Los Angeles**	**90047**	**(323) 872-0708**	**(323) 351-2330**
Current Term of Charter[1]:	**LAUSD Board District:**		**LAUSD Region:**	
July 1, 2018 to June 30, 2026	**1**		**South**	

Number of Students Currently Enrolled:	**Enrollment Capacity Per Charter:**	**Number Above/Below Enrollment Capacity (day of visit):**	**Below by 126**
274	**400**		
Grades Currently Served:	**Grades To Be Served Per Charter:**	**Percent Above/Below Enrollment Capacity (day of visit):**	**Below by 31.50%**
TK-4	**TK-5**		
Norm Enrollment Number:	**270**		

Total Number of Staff Members:	**27**	**Certificated:**	**10**	**Classified:**	**17**

Charter School's Leadership Team Members:	**Sharon Rhee- Principal; Dr. Raul Carranza- CEO/Executive Director of TEACH Public Schools; Shawna Lawson- Business Operations Manager; Brionna 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**		
Charter School's Contact for Special Education:	**Daniela Garcia- Director of Special Education**	**SELPA & Option:**	**LAUSD- Option 2**
CSD Assigned Administrator:	**José Salas**	**CSD Fiscal Oversight Manager:**	**Joseph Daee**
Other CSD Team Members:	**James Perrault**		
Oversight Visit Date(s):	**2/20/2025**	**Fiscal Review Date (if different):**	**N/A**
Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):	**No**	**LAUSD Co-Location Campus(es) (if applicable):**	**N/A**
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	**COO**	**COO/TCO Approved Grade Levels and Occupancy Loads:**	**TK-5; Max Occupancy- 359**

SUMMARY OF RATINGS *(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory*			
Governance	**Student Achievement and Educational Performance**	**Organizational Management, Programs, and Operations**	**Fiscal Operations**
3, Proficient	**1, Unsatisfactory**	**3, Proficient**	**4, Accomplished**

[1] 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 ES**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/20/2025**

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 the California Charter Schools Act, the *LAUSD Policy and Procedures for Charter Schools,* the factors and guidance promulgated by the California State Board of Education in 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.* 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; (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

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

DATE OF VISIT: **2/20/2025**

GOVERNANCE	RATING*
Summary of School Performance	3, Proficient

Areas of Demonstrated Strength and/or Progress

G1: Governance Structure and Compliance Monitoring- 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:

- The provided organizational chart which aligns with the operative charter indicating:
  - The CEO of TEACH Public Schools reports to the TEACH Public Schools Board of Directors
  - The Chief Operating Officer/Chief Financial Officer supervises the Director of Governance and Compliance, Director of Operations and Data Systems, Director of Human Resources, Director of Business Operations Manager, and Director of Student Recruitment and Parent Engagement
  - There are three LAUSD-authorized charter schools that are part of TEACH Public Schools
  - 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. Currently there are five (5) board members on the Board of Directors.
  - The documentation provided noted the Board has scheduled nine (9) meetings for the 2023-2024 school year.
  - The Compliance Monitoring Certification of Board Compliance Review form was certified by the TEACH Public Schools Board on December 4, 2024.

G2: Due Process- 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:

- 2024-2025 Student and Parent Handbook (English/Spanish); Employee Handbook 2024-2025; 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.

Areas Noted for Further Growth and/or Improvement

G3: Responsive and Accountable Governance- Educational Program- 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.)

- School Performance Data- Although the Governing Board is provided with school performance data such as that included in the January 30, 2024 agenda, the school should consider providing the TEACH Public Schools Board with more robust academic performance information (e.g., disaggregated data, comparative data, data in multiple formats, and aligning data with action plans), provided explicit information on the school's staffing needs (e.g., certificated staffing concerns), and information charter renewal information for monitoring and appropriate actions.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/20/2025**

Notes:

- TEACH Prep MSC has been identified as a low-performing charter school based on the state's published list and has received an overall rating of 1 in the Student Achievement and Educational Performance category.
- A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category (Student Achievement and Educational Performance, Organizational Management, Programs, and Operations, or Fiscal Operations). Please see the highlighted statement found in the "Rating Notes" section below.

Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):

☒ Not Applicable

RATING NOTES:

- ***A charter school may receive a rating of one (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," 4) Unresolved concern(s) and/or ongoing tiered intervention (i.e., Notice of Concern and/or Notice to Cure), and/or 5) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, etc.).***
- ***A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).***

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

DATE OF VISIT: **2/20/2025**

G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING

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

Performance Rubric	Sources of Evidence
☐ 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.) ☒ 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.) ☐ 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.) ☐ The Governing Board has not implemented the organizational structure set forth in the school's operative charter; and has an ineffective or 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.)	☒ Organizational chart in approved charter ☒ Organizational chart (current) ☒ Board member roster ☒ Bylaws (current) ☒ Board Committee(s) Calendar(s) ☒ California open meeting law training (Brown Act) ☒ Compliance Monitoring and Certification of Board Compliance Review ☒ Board meeting agendas, minutes, and/or documentation ☒ Observation of Governing Board meeting(s) ☒ Discussion with leadership ☐ Stakeholder focus group ☐ Other: (Specify)

G2: DUE PROCESS

***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

Performance Rubric	Sources of Evidence
☐ 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 ☒ 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 ☐ 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 ☐ 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	☒ Student discipline policy and procedures ☒ Employee grievance and discipline policy and procedure ☒ Uniform Complaint Procedures policy and form(s) ☒ Stakeholder complaint procedures and form(s) ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☒ Stakeholder focus group ☐ Other: (Specify)

G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM

The Governing Board has systems in place to ensure ongoing:

- 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
- 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)
- 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

Rubric	Sources of Evidence
☐ 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.) ☒ 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.) ☐ The Governing Board seldom 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.) ☐ The Governing Board 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.)	☒ Board meeting agendas, minutes, and/or documentation ☒ Board member and executive leadership training of Governing Board meeting(s) ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/20/2025**

G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS

The Governing Board has systems in place to ensure ongoing:

- Monitoring of staffing needs and the school's compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- 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.)

Performance Rubric	Sources of Evidence
☐ 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 ☒ 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 school-based staff and executive level leadership staff ☐ 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 school-based staff and/or executive level leadership staff ☐ 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 school-based staff and/or executive level leadership staff	☒ Human Resources policies and procedures ☒ Board meeting agendas, minutes, and/or documentation ☒ Evaluation of Executive Leadership procedures and tools ☒ Evaluation of school-based staff procedures and tools ☒ Compliance Monitoring and Certification of Board Compliance Review ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training* form ("ESSA Grid") for current academic year ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

DATE OF VISIT: **2/20/2025**

G5: FISCAL CONDITION

The Governing Board has a system in place to ensure fiscal viability:

- The school is fiscally strong and net assets are positive in the two most current annual independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Performance Rubric	Sources of Evidence
Performance	☒ 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, *Accomplished)* in the two most current annual independent audit reports, ***and***, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s) ☐ The school is fiscally stable, with positive net assets in the most current annual independent audit report ☐ The school is fiscally weak or unstable*, net assets are negative in the most current annual independent audit report, **or** the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer ☐ The school is consistently fiscally weak, net assets are negative in the two most current annual independent audit reports, **or** the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer **Notes:** 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. *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.	☒ Board meeting agendas and minutes ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances ☒ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other financial information submitted by the school ☒ Other: (see Fiscal Operations section below)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

DATE OF VISIT: **2/20/2025**

G6: FISCAL MANAGEMENT AND ACCOUNTABILITY

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board approved fiscal policies and procedures and does not have any areas noted for improvement.
- The two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings.
- The school is in compliance with Generally Accepted Accounting Principles, applicable law, LAUSD charter policy, and the school's approved charter.
- If applicable, all LAUSD Board of Education-approved fiscal management-related benchmark(s) are met by the required deadline(s).

	Performance Rubric	Sources of Evidence
Performance	☒ The school **consistently adheres** to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings ☐ The school **generally adheres** to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit report shows no material weaknesses, deficiencies, and/or findings ☐ The school is **not adhering** to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, **or** has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) ☐ The school is **continuously not adhering** to the Governing Board approved fiscal policies and procedures, **or** has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, etc.)	☒ Board meeting agendas and minutes ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances ☒ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

DATE OF VISIT: **2/20/2025**

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	1, Unsatisfactory
California Department of Education's (CDE) Charter School's 2025 Performance Category	Low Performing-Criterion 2

Areas of Demonstrated Strength and/or Progress

A10: Dashboard Schoolwide Suspension Rate

- The schoolwide Dashboard Suspension Rate Indicator color is Blue, as compared to the state's color of Green. The school's 2024 percentage of students suspended at least one day (0.0%) is lower than the state average (3.2%).

Areas Noted for Further Growth and/or Improvement

A1: Dashboard Schoolwide ELA and A2: Dashboard Student Group ELA

- The schoolwide Dashboard ELA Indicator color is Red, as compared to the state's color of Orange. The school's 20234 schoolwide ELA DFS (-105.5 DFS) is lower than the state average (-13.2 DFS).
- None of the school's numerically significant student groups have "Status/DFS" scores above the statewide DFS
  - The 2024 average DFS in ELA for the school's African American students (-127.1 DFS) is lower than the state average (-58.9 DFS)
  - The 2024 average DFS in ELA for the school's English Learner students (-95.4 DFS) is lower than the state average (-67.6 DFS)
  - The 2024 average DFS in ELA for the school's Socioeconomically Disadvantaged students (-106 DFS) is lower than the state average (-40.9 DFS)
  - The 2024 average DFS in ELA for the school's Hispanic students (-91.1 DFS) is lower than the state average (-39.3 DFS)

In light of these results, school leaders report implementing the following to improve ELA outcomes schoolwide and for their numerically significant student groups:

- Data-Driven Instruction-
  - The Director of Academic Data sends weekly i-Ready and Achieve 3000 reports highlighting students who are not passing lessons, emphasizing comprehension and mastery. NWEA class reports are analyzed by RIT bands, allowing teachers to create targeted instructional groups and address the specific skill gaps of each band.
- Focused ELA Strategies-
  - "Lessons Passed" Over "Minutes Met"- Prioritizing lesson completion and comprehension to ensure students genuinely master new concepts.
  - Achieve3000 Article Practice- Teachers work with students on one article in small groups for guided practice; students then complete a second article independently to reinforce reading comprehension skills.
- Weekly Metrics Dashboard-
  - The school tracks students who are "at-risk" of failing classes and disaggregate data to identify trends within subgroups. This enables teachers to provide tiered interventions (Tiers 1–3). This also encompasses Special Education students in need of extra academic support. These strategies are intended to support not only foundational reading skills but also comprehension and critical thinking, key areas necessary for moving students closer to grade-level proficiency.

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 2024 schoolwide Math DFS (-89.5 DFS) is lower than the state average (-47.6 DFS).
- Less than a majority of the numerically significant student groups have "Status/DFS" scores above the statewide DFS
  - The 2024 average DFS in Math for the school's Hispanic students (-92.9 DFS) is higher than the state average (-79.2 DFS)
  - The 2024 average DFS in Math for the school's African American (-87 DFS) is lower than the state average (-102.2 DFS)
  - The 2024 average DFS in Math for the school's Socioeconomically Disadvantaged students (-90.2 DFS) is lower than the state average (-78.2 DFS)
  - The 2024 average DFS in Math for the school's English Learner students (-97.5 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:

- Diagnostic Talks & Goal-Setting-
  - Teachers regularly discuss i-Ready scores with students, explain diagnostic results, and help them set individual learning targets to boost motivation and accountability.
- Targeted Tutoring and Saturday ELOP
  - Teachers provide at least one weekly tutoring session to remediate gaps and build foundational math skills.
  - Saturday ELOP (Extended Learning Opportunities Program) provides additional support, helping students gain confidence ahead of diagnostics.
- Subject-Specific Teaching in 4th Grade-
  - Capitalize on teacher strengths by having one teacher focus on Math and another on Reading which allows deeper expertise and more targeted instruction for each subject.
- Weekly Practice with i-Ready:
  - Students must complete at least two i-Ready weekly lessons in both Math and ELA, achieving a minimum of 80% accuracy. This consistent practice underpins ongoing skill development.

A5: All Students English Learner Progress Indicator (ELPI)

- The schoolwide Dashboard ELPI color is Orange, as compared to the state's color of Orange. The school's 2024 percentage of English Learner students making progress towards English language proficiency (36.4%) is lower than the state average (45.7%).

To improve outcomes on the English Learner Progress Indicator (ELPI), school leaders report implementing the following:

- Bilingual Assignments & Amp; Translations-
  - Assignments in Google Classroom are provided in English and Spanish, ensuring comprehension. Students are encouraged to read materials in both languages.
- English-Only Instruction with Targeted Spanish Support-
  - Core instruction is in English; however, teachers offer one-on-one Spanish clarification for students needing additional help.
  - Classroom aides push in to provide small-group support or individualized assistance
- Priority Placement & Amp; ELPAC Prep-
  - EL students receive priority enrollment in after-school tutoring and ELOP sessions.
  - Students practice ELPAC format and question types before the official assessment to build familiarity and confidence.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

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DATE OF VISIT: **2/20/2025**

A8: Dashboard Schoolwide Chronic Absenteeism- (Grades K-8)
The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow, as compared to the state's color of Yellow. The school's 2024 percentage of chronically absent students (50%) is higher than the state average (18.6%).
The school leader reports the following efforts to reduce schoolwide chronic absenteeism:

- Tiered Outreach-
  - Teacher Contact: Teachers call families after two consecutive absences.
  - Office Follow-Up: If absences continue, office staff reach out to determine barriers (e.g., health issues, transportation).
  - Home Visits: The Parent Coordinator arranges home visits for persistent absenteeism and sends official absence notices.
- Transportation & Parent Engagement-
  - Providing transportation assistance for families lacking reliable transit.
  - During monthly "Coffee with the Principals," the school highlights the importance of regular attendance.
  - Sending ParentSquare reminders to reinforce expectations
  - Monthly classroom attendance challenges incentivize strong attendance.

Corrective Action Required
None noted that require immediate action to remedy concerns indicated in this report.

Local Indicators: Dashboard Year 2024
Basic Services and Conditions: Met
Implementation of State Academic Standards: Met
Parent and Family Engagement: Met
School Climate: Met
Access to a Broad Course of Study: Met

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

DATE OF VISIT: **2/20/2025**

Notes:

Charter School's 2024-2025 Every Student Succeeds Act (ESSA) Assistance Status:

☐ Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad)
☐ Comprehensive Support and Improvement – Low Performance (CSI- Low Perform)
☐ Additional Targeted Support and Improvement (ATSI)
☐ Targeted Support and Improvement (TSI)
☒ No Status

2024 LCFF Charter School Assistance Eligibility:

☐ General Assistance (Level 1) - resources and assistance that is made available to all local educational agencies
☒ Differentiated Assistance (Level 2) - local educational agencies that meet certain eligibility criteria for additional support

For 2023-2024:

- 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, 2022-2023, and 2023-2024 academic years. Please note that, depending on the release date of the 2021-2022, 2022-2023, and 2023-2024 RFEP counts and rates, the District may elect to update and reissue a revised 2024-2025 Annual Performance-Based Oversight Visit Report.
- The school's percentage of "At Risk" ELs is 18.8% as compared to the state's percentage of 6.8%
- The school's percentage of "LTELs" is 0.0% as compared to the state percentage of 10.6%

Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):

☒ Not Applicable

RATING NOTE: A charter school cannot receive a rating in this category greater than a one (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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SCHOOL NAME: **TEACH Prep MSC & EHM ES**

DATE OF VISIT: **2/20/2025**

A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students ELA Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students ELA Indicator color is Blue ☐ The California School Dashboard All Students ELA Indicator color is Green; or a Status (DFS) that is the same or higher than the state average ☐ The California School Dashboard All Students ELA Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average ☒ The California School Dashboard All Students ELA Indicator color is Red ☐ Not Available - No color assigned on the California School Dashboard for the ELA Indicator	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard ELA Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☒ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Not Available - No assessment of performance on the California School Dashboard for this indicator	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A3: ALL STUDENTS MATH INDICATOR- (GRADES 3-8 & 11)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Math Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Math Indicator color is Blue ☐ The California School Dashboard All Students Math Indicator color is Green; or a Status (DFS) that is the same or higher than the state average ☒ The California School Dashboard All Students Math Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average ☐ The California School Dashboard All Students Math Indicator color is Red ☐ Not Available - No color assigned on the California School Dashboard for the Math Indicator	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A4: STUDENT GROUP MATH INDICATOR- (GRADES 3-8 & 11)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Math Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☒ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Not Available - No assessment of performance on the California School Dashboard for this indicator	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students ELPI (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students ELPI color is Blue ☐ The California School Dashboard All Students ELPI color is Green; or a Status (Percent) that is the same or higher than the state average ☒ The California School Dashboard All Students ELPI color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students ELPI color is Red ☐ Not Available - No color assigned on the California School Dashboard for the ELPI	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR- (GRADES 9-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students CCI (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students CCI color is Blue ☐ The California School Dashboard All Students CCI color is Green; or a Status (Percent) that is the same or higher than the state average ☐ The California School Dashboard All Students CCI color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students CCI color is Red ☐ Not Available – No color assigned on the California School Dashboard for the CCI ☒ Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A7: STUDENT GROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard CCI for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ Not Available – No assessment of performance on the California School Dashboard for this indicator ☒ Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR- (GRADES K-8)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Chronic Absenteeism Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Blue ☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Green; or a Status (Percent) that is the same or lower than the state average ☒ The California School Dashboard All Students Chronic Absenteeism Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average ☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Red notwithstanding the Status (Percent) ☐ Not Available - No color assigned on the California School Dashboard for the Chronic Absenteeism Indicator ☐ Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

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SCHOOL NAME: **TEACH Prep MSC & EHM ES**

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A9: ALL STUDENTS GRADUATION RATE INDICATOR- (GRADES 9-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Graduation Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Graduation Rate Indicator color is Blue ☐ The California School Dashboard All Students Graduation Rate Indicator color is Green; or a Status (Percent) that is the same or higher than the state average ☐ The California School Dashboard All Students Graduation Rate Indicator color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students Graduation Rate Indicator color is Red ☐ Not Available - No color assigned on the California School Dashboard for the Graduation Rate Indicator ☒ Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A10: ALL STUDENTS SUSPENSION RATE INDICATOR- (GRADES K-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Suspension Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
☒ The California School Dashboard All Students Suspension Rate Indicator color is Blue ☐ The California School Dashboard All Students Suspension Rate Indicator color is Green; or a Status (Percent) that is the same or lower than the state average ☐ The California School Dashboard All Students Suspension Rate Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average ☐ The California School Dashboard All Students Suspension Rate Indicator color is Red ☐ Not Available - No color assigned on the California School Dashboard for the Suspension Rate Indicator	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

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SCHOOL NAME: **TEACH Prep MSC & EHM ES**

DATE OF VISIT: **2/20/2025**

A11: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION

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 year 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 Ed. Code § 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 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.

The charter school provided the following Verified Data for consideration: ☒ Academic Progress Indicator(s) and/or ☐ Postsecondary Indicator(s)

Academic Progress Indicator(s) for the 2023-2024 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*: 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*: 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 did disaggregate student performance data by student groups. ELLs, Hispanic, African American, Socio-Economically Disadvantaged.
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 publisher's verified data report(s):
   - ☒ i-Ready K-8 by Curriculum Associates: *Diagnostic Growth*
   - ☐ i-Ready 9-12 by Curriculum Associates: *Academic Progress Report*
   - ☐ 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 provided sections of the publisher's report, however it could not be used as verified data because it was not the complete report.
   - ☐ The charter school provided school created reports that are not considered verified data.
   - ☐ The charter school did not provide the publisher's designated report to demonstrate one year's growth.

As the date of this published report, the names of the above-mentioned reports are the District's current understanding from the publisher.

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SCHOOL NAME: **TEACH Prep MSC & EHM ES**

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Notes:
None.

A12: ALL STUDENTS SCIENCE INDICATOR- (GRADES 5, 8, 10-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Science Indicator (CDE)

Performance Rubric	Sources of Evidence
The Science Indicator information is for informational purposes only and will not be scored. ☐ The California School Dashboard All Students Science Indicator is higher than the state ☐ The California School Dashboard All Students Science Indicator is lower than the state ☒ Not Applicable - The Science Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

LOCAL CONTROL AND ACCOUNTABILITY PLAN 2024-2025 (For Informational Purposes Only)

The CSD reviewed the Local Control and Accountability Plan.

All requested template information and descriptions were provided:	Sources of Evidence
☒ LCFF Budget Overview for Parents ☒ 2023-2024 LCAP Annual Update ☒ Plan Summary ☒ Engaging Educational Partners ☒ Goals and Actions ☒ Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students ☒ Action Tables ☒ Instructions	☒ Local Control and Accountability Plan ☒ Board Agenda and Minutes

Notes:
None

LAUSD CHARTER SCHOOLS DIVISION

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SCHOOL NAME: **TEACH Prep MSC & EHM ES**

DATE OF VISIT: **2/20/2025**

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3, Proficient

Areas of Demonstrated Strength and/or Progress

O4: School Climate and Student Discipline- 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:

- 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.
- 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.
- Community partnerships provide community resources or referrals to students and/or families requiring additional support.
- Certificated and Classified staff receive regular professional development to support student behavior and social-emotional learning.
- Additional evidence of the schools' effectiveness in this area includes:
  - Per the LAUSD Office of Data & 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.

O5: Stakeholder Engagement and Involvement- 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:

- A Stakeholder Engagement Calendar that includes Coffee with the Principal, Back to School Night, TEACH ESL and Technology Class, Wellness Workshop Spanish Class, Parent Conferences, Cultural Family Potluck, English Learner Advisory Committee (ELAC) agendas and sign-ins, and School Site Council agendas and sign-ins.
- Board meeting Calendar, Board agendas and Board minutes; Fiscal reports; Student Accountability Report Card; and LCAP meeting and updates.

Areas Noted for Further Growth and/or Improvement

O1- Implementation of the Educational Program- The school is currently identified as a low-performing charter school, as reflected on the state's published list. It has partially implemented its educational program, including key features outlined in its charter and aligned to the California State Content Standards for the grade levels it serves

- Positive Behavior Reinforcement: Teachers use behavior charts, rewards, and verbal praise.

- Standards-Aligned Curriculum: Lessons follow State Standards using resources like Wonders-ELA, Reveal Math, California Inspire Science, and Inspire California Social Studies.
- Enhanced Learning Experiences: Incorporates Writer's Workshop, gradual PBL implementation, and technology (Promethean boards and 1:1 devices).
- Personalized Intervention: Utilizes online platforms (iReady, Achieve 3000, SmartyAnts, Aleks) during intervention time to address individual ELA and Math needs based on student levels.
- Targeted Support: Provides personalized instruction in the classroom and during dedicated tutoring/intervention to bridge learning gaps.

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 has limited evidence of systems to modify instruction based on data analysis

- The schoolwide Dashboard ELA Indicator color is Red, as compared to the state's color of Orange. The school's 20234 schoolwide ELA DFS (-105.5 DFS) is lower than the state average (-13.2 DFS), and None of the school's numerically significant student groups in ELA have "Status/DFS" scores above the statewide DFS
- The schoolwide Dashboard Math Indicator color is Orange, as compared to the state's color of Orange. The school's 2024 schoolwide Math DFS (-89.5 DFS) is lower than the state average (-47.6 DFS), and less than a majority of the numerically significant student groups in Math have "Status/DFS" scores above the statewide DFS.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

- A review and discussion of the school's 2024–2025 Certification of Clearances, Credentialing, and Mandated Training document, along with the current staff roster, indicate the following: three (3) new certificated staff have been hired, and eight (8) returning certificated staff.

Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):

☒ Not Applicable

RATING NOTES:

- ***A charter school cannot receive a rating in this category greater than one (1) for any of the following reasons: 1) Failed to complete criminal background clearances for <u>any new staff and/or sole proprietor</u> (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 two (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 (including required authorization(s) e.g., English Learner authorization) and assigned per legal requirements and the school's operative charter at any time during the academic year.***
- ***A charter school may receive an overall rating of two (2) for the following reason: 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 three (3) for the following reason: Failed to provide evidence of any item on the "Review of Transparency and Stakeholder Information Compliance Items" checklist below.***

LAUSD CHARTER SCHOOLS DIVISION

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SCHOOL NAME: **TEACH Prep MSC & EHM ES**

DATE OF VISIT: **2/20/2025**

O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM

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**)

Performance Rubric	Sources of Evidence
☐ 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 ☐ 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 ☒ 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 ☐ 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	☒ Key Features of the Educational Program ☒ Standards-Based Instructional Program ☒ Master Schedule/Course Schedule ☒ Student Achievement Data Analysis ☒ Professional Development documentation ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Other: (Specify) High School: ☐ System for monitoring student progress toward and completion of graduation and A-G Requirements ☐ WASC Accreditation Notification Letter ☐ UC Doorways course approval ☐ Graduation Requirement/Policy ☐ Math Placement Assessment Policy (9th grade only) ☐ Advanced Placement Exam: Participation Rate and Passage Rate ☐ College acceptance and enrollment rates

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SCHOOL NAME: **TEACH Prep MSC & EHM ES**

DATE OF VISIT: **2/20/2025**

O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS

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)

Performance Rubric	Sources of Evidence
☐ 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 ☐ 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 ☒ 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 ☐ 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	☒ Implementation of differentiated instructional strategies ☒ Intervention/Enrichment Program during the instructional day ☒ Student Group data analysis ☒ Professional Development documentation ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Other: (Specify) English Learners ☒ Master Plan for English Learners ☒ Designated English Language Development (ELD) schedule ☒ Documentation of implementation of the school's Master Plan for English Learners ☒ Implementation of a data analysis system

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O3: SPECIAL EDUCATION

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

Performance Rubric	Sources of Evidence
☐ 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 ☒ The school has a system in place for 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 ☐ 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 ☐ 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 ☐ Not Applicable - Charter school participates in LAUSD's Option 1 SELPA ☐ Charter school does not participate in LAUSD's SELPA	☒ Welligent IEP Timeline and Service Tracking Reports ☒ District Validation Review (DVR) ☒ Annual Self-Review Checklist ☒ Professional Development documentation ☒ Discussion with school leadership

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O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE

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

Performance Rubric	Sources of Evidence
☐ 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 ☒ 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 ☐ 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 ☐ 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.	☒ Positive school climate system and Restorative Justice documentation ☒ Documentation of systems to prevent acts of bullying ☒ Documentation of systems to promote regular attendance ☒ Professional Development documentation ☒ LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, and disproportionality ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ 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

Performance Rubric	Sources of Evidence
☐ 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 ☒ 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 ☐ The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns ☐ The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	☒ Yearlong Calendar of stakeholder engagement events/meetings. ☒ Stakeholder Engagement ☒ Stakeholder Consultation ☒ School Site Council (SSC) documentation ☒ Parent Advisory Committee (PAC) documentation ☒ English Learners Advisory Committee (ELAC) documentation ☒ Foster Youth/Students Experiencing Homelessness Designee ☒ School website ☒ Discussion with school leadership ☒ Stakeholder focus group ☐ Other: (Specify)

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O6: CLEARANCES AND CREDENTIALING COMPLIANCE

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
- 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

Performance Rubric	Sources of Evidence
☐ 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 ☒ 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 ☐ 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 ☐ 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 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.	☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024* form ("ESSA Grid") ☒ Staff roster ☒ School master schedule ☒ Custodian(s) of Records documentation ☒ Criminal Background Clearance Certifications ☒ Teaching credential/authorization documentation ☒ Vendor clearances and credentialing certifications ☒ Volunteer (TB) risk assessment/clearance certification ☒ Discussion with school leadership ☐ Other: (Specify)

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 an overall rating in this category greater than one (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,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)	☒	☐
A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site	☒	☐

A charter school may receive an overall rating in this category of two (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 one (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 § 32282)	☒	☐
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	☒	☐
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)	☒	☐
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	☒	☐
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	☒	☐
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	☒	☐
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 35179.6.	☐	☐
	☒ Not applicable	

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Notes:
None.

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: ☒ LCAP, per Ed. Code § 47606.5(h) ☒ Current Board agenda in compliance with Brown Act, per Gov. Code, § 54954.2 (a)(1) and (d). ☒ Policy on Pupil Suicide Prevention per Ed. Code § 234.6 ☒ Title IX information, including a link to CDE's Title IX website per Ed. Code § 234.6 ☒ 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	☒	☐
Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 47605(c)(5)(C)	☒	☐
Access to approved charter	☒	☐
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	☐	☐
	☒ Not applicable	
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	☒	☐
Notification of access to available mental health services (grades K-12), per Ed. Code § 49428.	☒	☐
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	☐	☐
	☒ Not applicable	

Notes:
None.

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2452	2020-2021					2021-2022					2022-2023				
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	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	0	29,140	196,506	175,033	175,032		550,385	742,657	1,355,792	1,355,793		1,397,166	2,023,202	3,172,553	3,201,462
Accounts Receivable	0	1,085,922	1,115,630	1,065,278	1,065,278		105,071	691,990	983,825	1,440,544		1,555,903	1,358,286	1,016,940	2,304,273
Other Current Assets	0	134,247	121,922	146,813	146,813		962,105	141,873	375,099	117,043		99,833	111,328	323,362	142,155
Total Current Assets	0	**1,249,309**	**1,434,058**	**1,387,124**	**1,387,123**		**1,617,561**	**1,576,520**	**2,714,716**	**2,913,380**		**3,052,903**	**3,492,816**	**4,512,855**	**5,647,890**
Fixed and Other Assets	0	111,816	127,076	164,501	164,503		160,317	156,409	199,139	200,725		218,897	217,426	216,822	11,979,333
Total Assets	0	**1,361,125**	**1,561,134**	**1,551,625**	**1,551,626**		**1,777,878**	**1,732,929**	**2,913,855**	**3,114,105**		**3,271,800**	**3,710,242**	**4,729,677**	**17,627,223**
Deferred Outflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities	0	223,841	347,832	329,311	325,252		182,191	327,029	662,273	714,480		550,033	1,195,669	1,666,413	3,396,102
Other Long Term Liabilities	0	40,000	40,002	20,004	20,004		20,004	0	0	0		6	6	0	11,573,926
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities	**0**	**263,841**	**387,834**	**349,315**	**345,256**		**202,195**	**327,029**	**662,273**	**714,480**		**550,039**	**1,195,675**	**1,666,413**	**14,970,028**
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Net Assets	0	**1,097,284**	**1,173,300**	**1,202,310**	**1,206,370**		**1,575,683**	**1,405,900**	**2,251,582**	**2,399,625**		**2,721,761**	**2,514,567**	**3,063,264**	**2,657,195**
Total Revenues	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	4,939,962	4,914,496	4,749,969	5,056,687	4,674,258
Total Expenditures	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	4,734,571	4,444,317	4,486,984	4,393,049	4,416,688
Net Income / (Loss)	**51,563**	**528,791**	**604,810**	**633,819**	**461,228**	**243,283**	**369,315**	**199,532**	**1,045,214**	**1,193,255**	**205,391**	**470,179**	**262,985**	**663,639**	**257,570**
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	176,652	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
Inc / (Dec) in Net Assets	**51,563**	**528,791**	**604,810**	**633,819**	**637,880**	**243,283**	**369,315**	**199,532**	**1,045,214**	**1,193,255**	**205,391**	**470,179**	**262,985**	**663,639**	**257,570**
Net Assets, Beginning	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	1,405,900	2,251,582	2,251,582	2,251,582	2,399,625
Adj. for restatement / Prior Yr Adj	91,653	0	(3)	(2)	0	50,501	4,059	4,059	4,059	0	0	0	0	148,043	0
Net Assets, Beginning, Adjusted	**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**	**1,405,900**	**2,251,582**	**2,251,582**	**2,399,625**	**2,399,625**
Net Assets, End	**659,732**	**1,097,284**	**1,173,300**	**1,202,310**	**1,206,370**	**1,467,084**	**1,575,683**	**1,405,900**	**2,251,582**	**2,399,625**	**1,611,291**	**2,721,761**	**2,514,567**	**3,063,264**	**2,657,195**
Unrestricted Net Assets		1,097,284	1,173,300	1,037,808	1,206,370		1,575,683	1,405,900	2,251,582	2,399,625		2,721,761	2,514,567	3,063,264	2,657,195
Restricted Net Assets		0	0	164,502	0		0	0	0	0		0	0	0	0

2452	Audited Financials					2023-2024					2024-2025				
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	175,032	1,355,793	3,201,462	4,054,417	0		3,553,076	2,551,447	4,057,788	4,054,417		5,442,312	4,386,680	0	0
Accounts Receivable	1,065,278	1,440,544	2,304,273	3,040,541	0		2,173,796	2,369,831	2,086,317	3,040,541		714,592	1,683,074	0	0
Other Current Assets	146,813	117,043	142,155	139,606	0		104,733	1,630,148	139,606	139,606		99,838	105,699	0	0
Total Current Assets	**1,387,123**	**2,913,380**	**5,647,890**	7,234,564	0		**5,831,605**	**6,551,426**	**6,283,711**	**7,234,564**		**6,256,741**	**6,175,453**	**0**	**0**
Fixed and Other Assets	164,503	200,725	11,979,333	11,761,196	0		175,911	11,954,774	11,761,196	11,761,196		11,740,883	11,749,156	0	0
Total Assets	**1,551,626**	**3,114,105**	**17,627,223**	**18,995,760**	**0**		**6,007,516**	**18,506,199**	**18,044,907**	**18,995,760**		**17,997,624**	**17,924,609**	**0**	**0**
Deferred Outflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities	325,252	714,480	3,396,102	4,537,363	0		2,684,599	3,501,391	3,063,345	4,537,363		3,505,455	3,768,404	0	0
Other Long Term Liabilities	20,004	0	11,573,926	11,374,053	0		0	11,765,174	11,573,926	11,374,053		11,374,054	11,374,054	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities	**345,256**	**714,480**	**14,970,028**	**15,911,416**	**0**		**2,684,599**	**15,266,565**	**14,637,271**	**15,911,416**		**14,879,509**	**15,142,458**	**0**	**0**
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Net Assets	**1,206,370**	**2,399,625**	**2,657,195**	**3,084,344**	**0**		**3,322,917**	**3,239,635**	**3,407,636**	**3,084,344**		**3,118,115**	**2,782,151**	**0**	**0**
Total Revenues	2,819,662	4,956,012	4,674,258	5,989,182	0	5,926,689	6,458,883	6,812,883	7,136,791	5,989,182	6,044,154	6,080,841	6,123,453	0	0
Total Expenditures	2,358,434	3,762,757	4,416,688	5,562,033	0	5,636,167	6,205,547	6,230,443	6,386,349	5,562,033	6,013,231	6,060,953	6,425,646	0	0
Net Income / (Loss)	**461,228**	**1,193,255**	**257,570**	**427,149**	**0**	**290,522**	**253,336**	**582,440**	**750,441**	**427,149**	**30,923**	**19,888**	**(302,193)**	**0**	**0**
Operating Transfers In (Out) and Sources / Uses	176,652	0	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
Inc / (Dec) in Net Assets	**637,880**	**1,193,255**	**257,570**	**427,149**	**0**	**290,522**	**253,336**	**582,440**	**750,441**	**427,149**	30,923	**19,888**	**(302,193)**	**0**	**0**
Net Assets, Beginning	568,490	1,206,370	2,399,625	2,657,195	0	2,514,567	3,063,264	3,063,264	3,063,264	2,657,195	3,239,635	3,407,636	3,407,636	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	(45,618)	6,317	(406,069)	(406,069)	0	0	(309,409)	(323,292)	0	0
Net Assets, Beginning, Adjusted	568,490	1,206,370	2,399,625	2,657,195	0	2,468,949	3,069,581	2,657,195	2,657,195	2,657,195	3,239,635	3,098,227	3,084,344	0	0
Net Assets, End	**1,206,370**	**2,399,625**	**2,657,195**	**3,084,344**	**0**	**2,759,471**	**3,322,917**	**3,239,635**	**3,407,636**	**3,084,344**	**3,270,558**	**3,118,115**	**2,782,151**	**0**	**0**
Unrestricted Net Assets	1,206,370	2,399,625	2,657,195	3,084,344	0		3,322,917	3,239,635	3,407,636	3,084,344		3,118,115	2,782,151	0	0
Restricted Net Assets	0	0	0	0	0		0	0	0	0		0	0	0	0

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/20/2025**

FISCAL OPERATIONS	RATING
Summary of School Performance	4, Accomplished

Other circumstances and information could influence the rating and are noted in this evaluation.

Financial Highlights

The charter school's fiscal condition is positive.

FINANCIAL HIGHLIGHTS					
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	$1,206,370	$2,399,625	$2,657,195	$3,084,344	$2,782,151
Net Income / (Loss)	$461,228	$1,193,255	$257,570	$427,149	($302,193)[2]
Transfers In / Out	$176,652[1]	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Cash and Cash Equivalents	$175,032	$1,355,793	$3,201,462	$4,054,417	$4,386,680
Unrestricted Net Assets	$1,206,370	$2,399,625	$2,657,195	$3,084,344	$2,782,151
Norm Enrollment Reported by the School	194	259	254	272	270
FINANCIAL RATIO ANALYSIS					
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets /Total Expenditures) *3% - 5% and greater is recommended (depending on the school's ADA)*	51.15%	63.77%	60.16%	55.45%	43.30%

Cash Reserve Level (Cash Balance/Total Expenditures) *5% and greater is recommended*	7.42%	36.03%	72.49%	72.89%	68.27%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) *At least 1.2 or 120% is recommended*	426.48%	407.76%	166.31%	159.44%	163.87%
Debt Ratio (Total Liabilities/Total Assets) *Lower than 1.0 or 100% is recommended*	22.25%	22.94%	84.93%	83.76%	84.48%

[1]The inbound transfer of $176,652 in Fiscal Year ("FY") 2020-2021 was primarily due to the reallocation of the Paycheck Protection Program ("PPP") loan forgiveness originally attributed to 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. It was subsequently reallocated to each of the three TEACH schools and the TEACH Home Office based on their respective shares.

[2]The projected net loss for FY 2024-2025 is primarily due to higher-than-expected costs for books and supplies, expanded special education services, and increased transportation expenses - all aligned with student needs.

Charter Operator Fiscal Information

The financial condition of the charter operator is summarized in the table below.

TEACH Public Schools, Inc.					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# 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	$15,588,988	$422,546	($2,934,649)[3]	($269,027)[4]
[3] The FY 2023-2024 independent audit includes an adjustment to TEACH Public Schools, Inc.'s segment of the consolidated balance sheet to reflect its investments in Cunningham and Morris, LLC, and Wooten Avila, LLC. As the sole member of both subsidiaries, TEACH Public Schools, Inc.					

incorporated their financial positions into TEACH Public Schools, Inc.'s financial statements. According to the FY 2023-2024 audit, "Deficit Investment in Subsidiary" of $3,548,254—$1,323,061 for Cunningham and Morris, LLC and $2,225,193 for Wooten Avila, LLC—was recorded as a liability on TEACH Public Schools, Inc.'s balance sheet, contributing to its negative net assets of ($2,934,649). When excluding the deficit investment in the two subsidiaries, TEACH Public Schools, Inc. would have reported a positive net asset balance of $613,605 as of June 30, 2024.

[4]TEACH Public Schools, Inc.'s net loss reported for FY 2023-2024, consists of an operational surplus of $370,737 and a combined net loss of ($639,764) from its subsidiaries—($263,549) for Cunningham and Morris, LLC, and ($376,215) for Wooten Avila, LLC. Further, based on the CSD's review of the annual independent audit reports, the net losses and negative fund balances reported by the two LLCs were primarily due to non-cash depreciation expenses. Excluding accumulated depreciation expenses, Cunningham and Morris, LLC and Wooten Avila, LLC would have reported positive net assets of over $1.0 million and over $900K, respectively, as of June 30, 2024. The CSD will continue to monitor TEACH Public Schools, Inc.'s financial condition through oversight.

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 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.

Norm Enrollment Data and Trends

The school's Norm Enrollment history by grade level is summarized below.

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School's Norm Day Enrollment History					
Grade Level	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
TK*			12	20	19
K*	36	46	41	51	46
1	53	53	45	42	48
2	61	52	54	55	52
3	44	59	49	52	52
4		49	53	52	53
Total Enrollment	**194**	**259**	**254**	**272**	**270**

Increase/(Decrease) in Enrollment from Prior Year	**N/A**	**65**	**(5)**	**18**	**(2)**
Enrollment Growth/(Decrease) (%)	**N/A**	**33.5%**	**(1.9%)**	**7.1%**	**(0.7%)**

*Prior to FY 2022-2023, TK (Transitional Kindergarten) and K (Kindergarten) counts were reported together. Therefore, the K counts (if applicable) include the TK counts for the school years prior to 2022-2023.

Accumulated Increase/Decrease in Student Enrollment Since 2020-2021	
Accumulated increase in student enrollment count	**76**
Accumulated increase in student enrollment percentage	**39.2%**
Current Board-approved enrollment capacity in the school's operative charter as compared to its reported 2024-2025 Norm Enrollment	
Per the approved enrollment capacity in the school's operative charter	**400**
2024-2025 Norm Enrollment	**270**
Below approved enrollment capacity count	**(130)**
Below approved enrollment capacity percentage	**(32.5%)**

In response to the CSD's observation regarding the school operating below its approved enrollment capacity, the school explained that it had maintained a stable enrollment of approximately 270 students over the past two years, despite being below its board-approved capacity of 400 students, which the school attributed to the limited capacity of the current facility. The school stated that the current facility can only accommodate around 270 students based on the number of usable classrooms and support spaces.

Additionally, the school stated that although TEACH Public Schools, Inc. operates another nearby campus with additional facility capacity, LAUSD policy requires a material revision to the school's charter to add a new location. Considering the low likelihood of approval for mid-term charter revision, the school has not pursued this option. As a result, the school has been unable to increase enrollment despite community interest and organizational capacity to serve more students.

As part of its upcoming charter renewal for 2025–2026, the school plans to request authorization for an additional site. This proposed expansion would allow the school to utilize available classrooms at another TEACH-operated facility, which, the organization believes, will support increased enrollment beyond the enrollment capacity limitations of the current campus. In the meantime, the school stated that it would maintain stable enrollment at its existing location while preparing operationally for the potential expansion, pending renewal approval.

As noted above, the school has maintained a balanced budget for Fiscal Year 2023-2024, and projected positive net assets, per its 2024-2025 Second Interim financials. The CSD will continue to monitor the school's student enrollment through oversight.

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 were 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).

None noted.

Corrective Action Required:

None noted that immediate action is required to remedy concerns in this report.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

N/A

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/20/2025**

Notes:

I.	***Review of Fiscal Documentation***	***Comments***
1.	FY 2023-2024 Independent Audit Report	
	a. Audit opinion:	Unmodified/Unqualified
	b. Material weaknesses:	None Reported
	c. Deficiencies/Findings:	None Reported
	d. Lack of a Going Concern:	None Reported
	Description (if applicable):	Not applicable
2.	(Only for **new schools** without an audit report on file) The charter school is in its first/second year of operation and there is no independent audit report on file with the CSD.	Not applicable
3.	The 2023-2024 audited and unaudited actuals:	Do not mirror each other
	The explanations provided by the charter school for the variances were reasonable:	Yes
	The 2023-2024 independent audit report is not available as of the date of this report.	Not applicable
4.	Segregation of Duties (SOD) review(s) was/were conducted in-person/virtually at:	TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School
		No discrepancies were noted.
5.	Proposition 39 information.	Not applicable

II.	***Review of 2024-2025 Fiscal Preparation Guide***	***Provided***	***Comments***
1.	Most Current Fiscal Reports Reported to the Board	Yes	
2.	Board Meeting Minutes – Discussion of Fiscal Reports Presented to Board & Board Packet	Yes	
3.	Audit or Fiscal Reports – CalSTRS, CalPERS, USDE, CDE, FCMAT, IRS, SBA, OPEB, etc.	N/A	
4.	Board Meeting Minutes – Approval of 2024-2025 Budget	Yes	
5.	Evidence of Compliance – STRS, PERS, Social Security, Other Benefits	Yes	Benefits offered by the school: STRS, Social Security, 403B, and 457B

6.	Board Meeting Minutes – Selection of Independent Auditor	Yes	
7.	Board Meeting Minutes – Discussion of Independent Audit Report	Yes	
8.	Board Meeting Minutes – Discussion of the Most Recent Interim Financial Reports Submitted to LAUSD	Yes	
9.	Board Meeting Minutes – Discussion of Staff or Vendors Complaints	N/A	
10.	Board Meeting Minutes – Discussion of 2023-2024 Annual Performance-Based Oversight Visit Report	Yes	
11.	Current Fiscal Policies and Procedures	Yes	
12.	Board Meeting Minutes – Approval of Fiscal Policies and Procedures	Yes	
13.	Organizational Chart(s)	Yes	
14.	Summary of Total Compensation Paid in FY 2023-2024	Yes	
15.	Related Parties	Yes	
16.	MOUs for CMO Management Fees	Yes	
17.	Board Meeting Minutes – Approval of Management Fees, License Fees, or Any Other Fees	Yes	
18.	Most Current Accounts Payable Aging Report	Yes	No discrepancies were noted.
19.	Check Registers (12 months)	Yes	Period spanning from January 2024 to December 2024 Reviewed 25 checks for sample testing No discrepancies were noted.
20.	Credit Card Statements and Reconciliations (6 months)	N/A	The charter school has declared that it has no credit card(s) at this time.
21.	Monthly Bank Statements and Reconciliations (6 months)	Yes	Period spanning from July 2024 to December 2024 Reviewed five (5) electronic credit/debit transactions for sample testing No discrepancies were noted.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/20/2025**

22.	Student Body Financial Records (6 months)	N/A	
23.	Capitalized and Non-Capitalized Inventory Listing	Yes	
24a.	Posting of EPA on School's Website	Yes	
24b.	Posting of Audited Financials on School's Website	Yes	
25.	Financing Activities, Loans, Factoring Receivables, Intercompany Transfers/Loans, etc.	N/A	
26.	Current Facility Lease Agreements and Board Meeting Minutes – Approval of Lease	N/A	Documentation was previously provided in FY 2023-2024.
27.	Facilities Plans – Purchase, Lease, Relocation, Expansion, Major Improvements	N/A	
28.	Employee Retention Credit	Yes	
	TEACH Public Schools, Inc. submitted documentation, including governing board meeting minutes and various forms related to the Employee Retention Credit (ERC) application. The organization reported receiving $769,107 in ERC funds. The organization stated that two additional filings are in process under review by the IRS, totaling $1,116,674.		
29.	Disclosure of Legal Issues	N/A	

Notes: N/A (Provided Column) = indicated by the charter school as not applicable
ANI = Areas Noted for Further Growth and/or Improvement
OO = Other Observations

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

DATE OF VISIT: **2/20/2025**

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 4, 3, 2, or 1.*
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 LAUSD. New schools are evaluated based on current year information. New schools may receive a rating of 2 or 1.*

Existing School 4 (Accomplished)	***To receive a rating of 4 (Accomplished), an existing school, at a minimum, meets all of the Required and Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is positive;
3. The two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings;
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 & Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), Internal Revenue Service (IRS), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings;
5. Vendors and staff are consistently paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. Charter school consistently adheres to the governing board-approved fiscal policies and procedures;
8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements 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 two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the two most current annual independent audit reports;
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 two most current annual independent audit reports;
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 audit reports;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report 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
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).

Existing School 3 (Proficient)	***To receive a rating of 3 (Proficient), an existing school, at a minimum, meets all of the Required and at least five (5) of the Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is positive;
3. The most current annual independent audit report shows no material weaknesses, deficiencies and/or findings;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, IRS, 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;
5. Vendors and staff are generally paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. Charter school generally adheres to the governing board-approved fiscal policies and procedures;

8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements 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 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 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 report;
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 report;
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 report;
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 report;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report 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
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).

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/20/2025**

Existing School 2 (Developing)	***An existing school would receive a rating of 2 (Developing) if the charter school is not eligible for the rating of Accomplished or Proficient, but at a minimum, meets all of the Required and at least four (4) of the Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report; 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 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;
2. The cash balance at the beginning of the school year is positive; and
3. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal 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 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;
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;
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;
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;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report 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
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).

Existing School 1 (Unsatisfactory)	***An existing school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.***

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:
A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing* above. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* 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.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

New School 2 (Developing)	***A new school would receive a rating of 2 (Developing) if the charter school, at a minimum, meets all of the Required Criteria listed below.***

REQUIRED CRITERIA

1. Interim reports and/or unaudited actuals project positive net assets;
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;
3. If enrollment is significantly below the enrollment per the school's *Pupil Estimates for New or Significantly Expanding Charters* 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;
4. Governing board adopts the annual budget;
5. Governing board reviews and discusses the charter school's financial reports as evidenced by the governing board meeting minutes;
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; and
7. The LCAP is submitted to the appropriate agencies.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

New School 1 (Unsatisfactory)	***A new school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.***

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:
A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* 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.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*
2024-2025 SCHOOL YEAR
FOR

TEACH ACADEMY OF TECHNOLOGIES - 5982
Name and Location Code of Charter School

LAUSD Vision

Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

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.

Revised 12/12/2024

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/28/2025**

Charter School Name:	**TEACH Academy of Technologies**		**Location Code:**	**5982**
Current Address:	**City:**	**ZIP Code:**	**Phone:**	**Fax:**
1- 10000 S. Western Avenue **2- 10045 S. Western Avenue**	**Los Angeles** **Los Angeles**	**90047** **90047**	**(323) 872-0809** **(323) 872-0809**	**(323) 351-2322** **(323) 351-2322**
Current Term of Charter[1]:		**LAUSD Board District:**	**LAUSD Region:**	
July 1, 2020 to June 30, 2028		**1**	**South**	

Number of Students Currently Enrolled:	**Enrollment Capacity Per Charter:**	**Number Above/Below Enrollment Capacity (day of visit):**	**Above by 80**
480	**400**		
Grades Currently Served:	**Grades To Be Served Per Charter:**	**Percent Above/Below Enrollment Capacity (day of visit):**	**Above by 20.00%**
5-8	**5-8**		
Norm Enrollment Number:	**466**		

Total Number of Staff Members:	**31**	**Certificated:**	**16**	**Classified:**	**15**

Charter School's Leadership Team Members:	**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.**		
Charter School's Contact for Special Education:	**Noelle Triay, Intern SPED; Bridgette Brown, Principal**	**SELPA & Option:**	**LAUSD- Option 2**
CSD Assigned Administrator:	**José Salas**	**CSD Fiscal Oversight Manager:**	**Joseph Daee**
Other CSD Team Members:	**Dr. Blanca Alves**		
Oversight Visit Date(s):	**2/28/2025**	**Fiscal Review Date (if different):**	**N/A**
Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):	**No**	**LAUSD Co-Location Campus(es) (if applicable):**	**N/A**
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	**COO**	**COO/TCO Approved Grade Levels and Occupancy Loads:**	**10000 Western– max occupancy 294** **10045 Western – 7 bungalows, each with a max occupancy of 72 persons**

SUMMARY OF RATINGS *(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory*			
Governance	**Student Achievement and Educational Performance**	**Organizational Management, Programs, and Operations**	**Fiscal Operations**
3, Proficient	**1, Unsatisfactory**	**3, Proficient**	**4, Accomplished**

[1] 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 Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/28/2025**

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 the California Charter Schools Act, the *LAUSD Policy and Procedures for Charter Schools,* the factors and guidance promulgated by the California State Board of Education in 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.* 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; (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 Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/28/2025**

GOVERNANCE	RATING*
Summary of School Performance	3, Proficient

Areas of Demonstrated Strength and/or Progress

G1: Governance Structure and Compliance Monitoring- 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:

- The provided organizational chart which aligns with the operative charter indicating:
  - The CEO of TEACH Public Schools reports to the TEACH Public Schools Board of Directors
  - The Chief Operating Officer/Chief Financial Officer supervises the Director of Governance and Compliance, Director of Operations and Data Systems, Director of Human Resources, Director of Business Operations Manager, and Director of Student Recruitment and Parent Engagement
  - There are three LAUSD-authorized charter schools that are part of TEACH Public Schools
  - 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. Currently there are five (5) board members on the Board of Directors.
  - The documentation provided noted the Board has scheduled nine (9) meetings for the 2023-2024 school year.
  - The Compliance Monitoring Certification of Board Compliance Review form was certified by the TEACH Public Schools Board on December 4, 2024.

G2: Due Process- 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:

- 2024-2025 Student and Parent Handbook (English/Spanish); Employee Handbook 2024-2025; 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.

Areas Noted for Further Growth and/or Improvement

G3: Responsive and Accountable Governance- Educational Program- 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.)

- School Performance Data- Although the Governing Board is provided with school performance data such as that included in the January 30, 2024 agenda, the school should consider providing the TEACH Public Schools Board with more robust academic performance information (e.g., disaggregated data, comparative data, data in multiple formats, and aligning data with action plans), provided explicit information on the school's staffing needs (e.g., certificated staffing concerns), and information charter renewal information for monitoring and appropriate actions.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/28/2025**

Notes:

- TEACH Academy of Technologies has been identified as a low-performing charter school based on the state's published list and has received an overall rating of 1 in the Student Achievement and Educational Performance category.
- A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category (Student Achievement and Educational Performance, Organizational Management, Programs, and Operations, or Fiscal Operations). Please see the highlighted statement found in the "Rating Notes" section below.
- A Notice to Cure ("NTC") letter was sent on June 3, 2025, requesting 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' enrollment (480), at the time of the school's oversight visit, 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 June 6, 2025, TEACH Academy of Technologies responded to the NTC, disagreeing with CSD's assertion that the school has a "capacity" or enrollment limit of 400 and stated that they "remain committed to monitoring our enrollment to ensure that the Charter School remains within LAUSD's materiality range of what the charter petition scheduled for enrollment." The CSD will continue to monitor the school's enrollment via the oversight process and may consider the Charter School's noncompliance as a substantial governance factor for purposes of the District's renewal recommendation (Ed. Code, § 47607(e)).

Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):

☒ Not Applicable

RATING NOTES:

- ***A charter school may receive a rating of one (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," 4) Unresolved concern(s) and/or ongoing tiered intervention (i.e., Notice of Concern and/or Notice to Cure), and/or 5) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, etc.).***
- ***A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).***

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **TEACH Academy of Technologies**

DATE OF VISIT: **2/28/2025**

G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING

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

Performance Rubric	Sources of Evidence
☐ 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.) ☒ 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.) ☐ 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.) ☐ The Governing Board has not implemented the organizational structure set forth in the school's operative charter; and has an ineffective or 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.)	☒ Organizational chart in approved charter ☒ Organizational chart (current) ☒ Board member roster ☒ Bylaws (current) ☒ Board Committee(s) Calendar(s) ☒ California open meeting law training (Brown Act) ☒ Compliance Monitoring and Certification of Board Compliance Review ☒ Board meeting agendas, minutes, and/or documentation ☒ Observation of Governing Board meeting(s) ☒ Discussion with leadership ☐ Stakeholder focus group ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/28/2025**

G2: DUE PROCESS

***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

Performance Rubric	Sources of Evidence
☐ 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 ☒ 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 ☐ 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 ☐ 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	☒ Student discipline policy and procedures ☒ Employee grievance and discipline policy and procedure ☒ Uniform Complaint Procedures policy and form(s) ☒ Stakeholder complaint procedures and form(s) ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/28/2025**

G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM

The Governing Board has systems in place to ensure ongoing:

- 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
- 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)
- 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

Rubric	Sources of Evidence
☐ 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.) ☒ 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.) ☐ The Governing Board seldom 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.) ☐ The Governing Board 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.)	☒ Board meeting agendas, minutes, and/or documentation ☒ Board member and executive leadership training of Governing Board meeting(s) ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/28/2025**

G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS

The Governing Board has systems in place to ensure ongoing:

- Monitoring of staffing needs and the school's compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- 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.)

Performance Rubric	Sources of Evidence
☐ 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 ☒ 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 school-based staff and executive level leadership staff ☐ 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 school-based staff and/or executive level leadership staff ☐ 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 school-based staff and/or executive level leadership staff	☒ Human Resources policies and procedures ☒ Board meeting agendas, minutes, and/or documentation ☒ Evaluation of Executive Leadership procedures and tools ☒ Evaluation of school-based staff procedures and tools ☒ Compliance Monitoring and Certification of Board Compliance Review ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training* form ("ESSA Grid") for current academic year ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **TEACH Academy of Technologies**

DATE OF VISIT: **2/28/2025**

G5: FISCAL CONDITION

The Governing Board has a system in place to ensure fiscal viability:

- The school is fiscally strong and net assets are positive in the two most current annual independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Performance Rubric	Sources of Evidence
Performance	☒ 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, *Accomplished)* in the two most current annual independent audit reports, ***and***, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s) ☐ The school is fiscally stable, with positive net assets in the most current annual independent audit report ☐ The school is fiscally weak or unstable*, net assets are negative in the most current annual independent audit report, **or** the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer ☐ The school is consistently fiscally weak, net assets are negative in the two most current annual independent audit reports, **or** the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer **Notes:** 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. *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.	☒ Board meeting agendas and minutes ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances ☒ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other financial information submitted by the school ☒ Other: (see Fiscal Operations section below)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/28/2025**

G6: FISCAL MANAGEMENT AND ACCOUNTABILITY

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board approved fiscal policies and procedures and does not have any areas noted for improvement.
- The two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings.
- The school is in compliance with Generally Accepted Accounting Principles, applicable law, LAUSD charter policy, and the school's approved charter.
- If applicable, all LAUSD Board of Education-approved fiscal management-related benchmark(s) are met by the required deadline(s).

	Performance Rubric	Sources of Evidence
Performance	☒ The school **consistently adheres** to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings ☐ The school **generally adheres** to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit report shows no material weaknesses, deficiencies, and/or findings ☐ The school is **not adhering** to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, **or** has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) ☐ The school is **continuously not adhering** to the Governing Board approved fiscal policies and procedures, **or** has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, etc.)	☒ Board meeting agendas and minutes ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances ☒ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/28/2025**

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	1, Unsatisfactory
California Department of Education's (CDE) Charter School's 2025 Performance Category	Low Performing-Criterion 2

Areas of Demonstrated Strength and/or Progress

- Based on the 2024 School Dashboard performance levels, TEACH Academy of Technologies performed at Red and/or below the State, and therefore, no oversight indicators are identified in this section.

Areas Noted for Further Growth and/or Improvement

A1: Dashboard Schoolwide ELA and A2: Dashboard Student Group ELA

- The schoolwide Dashboard ELA Indicator color is Red, as compared to the state's color of Orange. The school's 2024 schoolwide ELA DFS (-118.2 DFS) is lower than the state average (-13.2 DFS).
- None of the school's numerically significant student groups have "Status/DFS" scores above the statewide DFS
  - The 2024 average DFS in ELA for the school's African American students (-123.6 DFS) is lower than the state average (-58.9 DFS)
  - The 2024 average DFS in ELA for the school's English Learner students (-150.5 DFS) is lower than the state average (-67.6 DFS)
  - The 2024 average DFS in ELA for the school's Hispanic students (-114.7 DFS) is lower than the state average (-39.3 DFS)
  - The 2024 average DFS in ELA for the school's Long-Term English Learners (-162.8 DFS) is lower than the state average (-109.6 DFS)
  - The 2024 average DFS in ELA for the school's Socioeconomically Disadvantaged students (-118.7 DFS) is lower than the state average (-40.9 DFS)
  - The 2024 average DFS in ELA for the school's Students with Disabilities (-175.4 DFS) is lower than the state average (-95.6 DFS)

In light of these results, school leaders report implementing the following to improve ELA outcomes schoolwide and for their numerically significant student groups:

- Highly qualified teacher hiring and retention
  - Teacher retention and providing quality professional development and feedback for core instruction and the school's intervention platforms are key to improvement.
- Parent engagement and education
  - Focus on parent involvement on their child's current academic performance levels, goals for improvement, and the resources available to assist them
- Data-Driven Instruction-
  - The Director of Academic Data sends weekly i-Ready and Achieve 3000 reports highlighting students not passing lessons, emphasizing comprehension and mastery. Classroom data are analyzed by RIT bands, allowing teachers to create targeted instructional groups and address the specific skill gaps of each band.
- Focused ELA Strategies-
  - "Lessons Passed" Over "Minutes Met"- Prioritizing lesson completion and comprehension to ensure students genuinely master new concepts.
  - Achieve3000 Article Practice- Teachers work with students on one article in small groups for guided practice; students then complete a second article independently to reinforce reading comprehension skills.

- Weekly Metrics Dashboard-
  - The school tracks students who are "at-risk" of failing classes and disaggregates data to identify trends within subgroups. This enables teachers to provide tiered interventions (Tiers 1–3). The strategies are intended to support foundational reading skills and comprehension and critical thinking.

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 2024 schoolwide Math DFS (-163.3 DFS) is lower than the state average (-47.6 DFS).
- None of the school's numerically significant student groups have "Status/DFS" scores above the statewide DFS
  - The 2024 average DFS in Math for the school's African American students (-176.8 DFS) is lower than the state average (-102.2 DFS)
  - The 2024 average DFS in Math for the school's English Learner students (-182.7 DFS) is lower than the state average (-93.4 DFS)
  - The 2024 average DFS in Math for the school's Hispanic students (-154.7 DFS) is lower than the state average (-79.2 DFS)
  - The 2024 average DFS in Math for the school's Long-Term English Learners (-197.9 DFS) is lower than the state average (-163.5 DFS)
  - The 2024 average DFS in Math for the school's Socioeconomically Disadvantaged students (-163.4 DFS) is lower than the state average (-78.2 DFS)
  - The 2024 average DFS in Math for the school's Students with Disabilities (-216.9 DFS) is lower than the state average (-124.3 DFS)

In light of these results, school leaders report implementing the following to improve Math outcomes schoolwide and for its numerically significant student groups:

- Highly qualified teacher hiring and retention
  - Teacher retention and providing quality professional development and feedback for core instruction and the school's intervention platforms are key to improvement.
  - Use of McGraw-Hill curriculum, which aligns with the grade level standards.
- Weekly Practice with i-Ready:
  - i-Ready platform provides support with differentiated instruction and intervention tailored to each student's learning gaps.
  - The platform is used to differentiate instruction during their math class and for self-paced intervention during the Success Academy intervention class
  - Teachers regularly discuss i-Ready scores with students, explain diagnostic results, and help them set individual learning targets to boost motivation and accountability.
- Targeted Tutoring and Saturday ELOP-
  - Teachers provide at least one weekly tutoring session to remediate gaps and build foundational math skills.
  - Saturday ELOP (Extended Learning Opportunities Program) provides additional support, helping students gain confidence ahead of diagnostics.

A5: All Students English Learner Progress Indicator (ELPI)

- The schoolwide Dashboard ELPI color is Red, as compared to the state's color of Orange. The school's 2024 percentage of English Learner students progressing towards English language proficiency (10.8%) is lower than the state average (45.7%). According to the school leader, staffing changes and limited experience surrounding ELD instruction have impacted the progress on the ELPI.

To improve outcomes on the English Learner Progress Indicator (ELPI), school leaders report goal setting, practice tests, pacing and scheduling, and communication with families as a guide to improve ELPI results. Additional areas include the following:

- Professional Development
  - Prioritizing professional development and instructional feedback for all staff who teach integrated and designated ELD.

- Parent engagement
  - Increasing parent understanding of the significance of the ELPAC
- Bilingual Assignments & Amp; Translations-
  - Assignments in Google Classroom are provided in English and Spanish. Students are encouraged to read materials in both languages.
- English-Only Instruction with Targeted Spanish Support-
  - Core instruction is in English; however, teachers offer one-on-one Spanish clarification for students needing additional help.
  - Classroom aides provide small-group support or individualized assistance
- Priority Placement & Amp; ELPAC Prep-
  - EL students receive priority enrollment in after-school tutoring
  - Students practice ELPAC format and question types before the official assessment to build familiarity and confidence.

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 2024 percentage of chronically absent students (44.5%) is higher than the state average (18.6%).

The school leader reports the following efforts to reduce schoolwide chronic absenteeism:

- Director of Data and Compliance shares a list of all of the students who are chronically absent along with our chronic absenteeism rate
- The school's leadership team reviews this data during our leadership meetings and we discuss attendance interventions
- School counselors focus on reaching out to students and families and addressing attendance through SSTs
- Tiered Outreach-
  - Advisor Contact: Advisors calls home after two consecutive absences
  - Home Director: home office director sends text after third absence
  - Office Follow-Up: Office manager calls home after fourth or fifth absence
  - Home Visits: Home Director arranges home visit after sixth absence
  - Letter- School sends home a letter with a mandatory meeting with the school's principal after the eight absence
- Transportation; Parent Engagement-
  - Providing transportation assistance for families lacking reliable transit.
  - During monthly "Coffee with the Principals," the school highlights the importance of regular attendance.
  - Sending ParentSquare reminders to reinforce expectations
  - Monthly classroom attendance challenges incentivize strong attendance.

A10: Dashboard Schoolwide Suspension Rate

- The schoolwide Dashboard Suspension Rate Indicator color is Orange, as compared to the state's color of Green. The school's 2024 percentage of students suspended at least one day (6.9%) is higher than the state average (3.2%).

According to school leadership, students have been suspended for major student behaviors such as possession of cannabis, threats or harassment towards school employees, and repeated physical altercations. Alternatives to suspension are always used for lesser offenses. The main strategy the school is implementing is

focusing on instances of major student behaviors through establishing a strong PBIS. Additional support to improve the Schoolwide Suspension Rate, includes the following:

- Monthly student assemblies to discuss behavior expectations and rewards
- Addition of learned behavior grades in each class that follows the school's behavior expectations: Polite, Prepared, Prompt, Productive
- Providing students with tickets who exemplify the character pillar of the month, which can be given by any staff member to enter the weekly raffle for a prize
- Professional development for teachers and staff around PBIS principles such as routines and procedures, high behavior expectations, and engaging instruction
- Counselors have a caseload of students who are assigned to tier 2 systems of support student behavior
- Collaboration with the school's behaviorist and special education team for students with tier 3 supports.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Local Indicators: Dashboard Year 2024

Basic Services and Conditions: Met
Implementation of State Academic Standards: Met
Parent and Family Engagement: Met
School Climate: Met
Access to a Broad Course of Study: Met

Notes:

Charter School's 2024-2025 Every Student Succeeds Act (ESSA) Assistance Status:

☐ Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad)
☒ Comprehensive Support and Improvement – Low Performance (CSI- Low Perform)
☐ Additional Targeted Support and Improvement (ATSI)
☐ Targeted Support and Improvement (TSI)
☐ No Status

2024 LCFF Charter School Assistance Eligibility:

☐ General Assistance (Level 1) - resources and assistance that is made available to all local educational agencies
☒ Differentiated Assistance (Level 2) - local educational agencies that meet certain eligibility criteria for additional support

For 2023-2024:

- 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, 2022-2023, and 2023-2024 academic years. Please note that, depending on the release date of the 2021-2022, 2022-

2023, and 2023-2024 RFEP counts and rates, the District may elect to update and reissue a revised 2024-2025 Annual Performance-Based Oversight Visit Report.

- The school's percentage of "At Risk" ELs is 7.8% as compared to the state's percentage of 6.8%
- The school's percentage of "LTELs" is 28.6% as compared to the state percentage of 10.6%

Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):

☐ Not Applicable

Academic Benchmarks

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.

- **Update:** TEACH Academy of Technologies **is not meeting its benchmark on the English Learner Progress performance indicator**. **The CSD will continue to monitor the targeted benchmark area as part of oversight**.
- The schoolwide 2024 Dashboard ELPI color is Red, as compared to the school's 2023 ELPI color of Red.

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.

- **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. **The CSD will continue to monitor the targeted benchmark area as part of oversight.**
- Math – California School Dashboard 2023 to 2024
  - "All Students": Performance Level remained Red
  - Student Group Performance:
    - African American students: Performance Level decreased from Orange to Red
    - English Learner students: Performance Level remained Red
    - Hispanic students: Performance Level remained Red
    - Long-Term English Learners: No Update – First year, current Performance Level is Red
    - Socioeconomically Disadvantaged: Performance Level remained Red
    - Students with Disabilities: Performance Level remained Red

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.

- **Update:** TEACH Academy of Technologies **is not meeting its benchmark in English Language Arts** 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.**
- ELA – California School Dashboard 2023 to 2024 student group performance:
  - African American students: Performance Level remained Red
  - English Learner students: Performance Level remained Red
  - Hispanic students: Performance Level remained Red
  - Long-Term English Learners: No Update – First year, current Performance Level is Red
  - Socioeconomically Disadvantaged: Performance Level remained Red
  - Students with Disabilities: Performance Level remained Red

RATING NOTE: A charter school cannot receive a rating in this category greater than a one (1) if the school has been identified as a Low Performing charter school based on the state's published list.

A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students ELA Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students ELA Indicator color is Blue ☐ The California School Dashboard All Students ELA Indicator color is Green; or a Status (DFS) that is the same or higher than the state average ☐ The California School Dashboard All Students ELA Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average ☒ The California School Dashboard All Students ELA Indicator color is Red ☐ Not Available - No color assigned on the California School Dashboard for the ELA Indicator	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard ELA Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☒ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Not Available - No assessment of performance on the California School Dashboard for this indicator	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A3: ALL STUDENTS MATH INDICATOR- (GRADES 3-8 & 11)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Math Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Math Indicator color is Blue ☐ The California School Dashboard All Students Math Indicator color is Green; or a Status (DFS) that is the same or higher than the state average ☐ The California School Dashboard All Students Math Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average ☒ The California School Dashboard All Students Math Indicator color is Red ☐ Not Available - No color assigned on the California School Dashboard for the Math Indicator	☐ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A4: STUDENT GROUP MATH INDICATOR- (GRADES 3-8 & 11)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Math Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☒ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Not Available - No assessment of performance on the California School Dashboard for this indicator	☐ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students ELPI (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students ELPI color is Blue ☐ The California School Dashboard All Students ELPI color is Green; or a Status (Percent) that is the same or higher than the state average ☒ The California School Dashboard All Students ELPI color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students ELPI color is Red ☐ Not Available - No color assigned on the California School Dashboard for the ELPI	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR- (GRADES 9-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students CCI (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students CCI color is Blue ☐ The California School Dashboard All Students CCI color is Green; or a Status (Percent) that is the same or higher than the state average ☐ The California School Dashboard All Students CCI color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students CCI color is Red ☐ Not Available – No color assigned on the California School Dashboard for the CCI ☒ Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A7: STUDENT GROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard CCI for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ Not Available – No assessment of performance on the California School Dashboard for this indicator ☒ Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR- (GRADES K-8)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Chronic Absenteeism Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Blue ☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Green; or a Status (Percent) that is the same or lower than the state average ☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average ☒ The California School Dashboard All Students Chronic Absenteeism Indicator color is Red notwithstanding the Status (Percent) ☐ Not Available - No color assigned on the California School Dashboard for the Chronic Absenteeism Indicator ☐ Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A9: ALL STUDENTS GRADUATION RATE INDICATOR- (GRADES 9-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Graduation Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Graduation Rate Indicator color is Blue ☐ The California School Dashboard All Students Graduation Rate Indicator color is Green; or a Status (Percent) that is the same or higher than the state average ☐ The California School Dashboard All Students Graduation Rate Indicator color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students Graduation Rate Indicator color is Red ☐ Not Available - No color assigned on the California School Dashboard for the Graduation Rate Indicator ☒ Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A10: ALL STUDENTS SUSPENSION RATE INDICATOR- (GRADES K-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Suspension Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Suspension Rate Indicator color is Blue ☐ The California School Dashboard All Students Suspension Rate Indicator color is Green; or a Status (Percent) that is the same or lower than the state average ☒ The California School Dashboard All Students Suspension Rate Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average ☐ The California School Dashboard All Students Suspension Rate Indicator color is Red ☐ Not Available - No color assigned on the California School Dashboard for the Suspension Rate Indicator	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A11: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION

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 year 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 Ed. Code § 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 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.

The charter school provided the following Verified Data for consideration: ☒ Academic Progress Indicator(s) and/or ☐ Postsecondary Indicator(s)

Academic Progress Indicator(s) for the 2023-2024 School Year:

Academic Progress Indicator (ELA): i-Ready K-8 by Curriculum Associates, Grades K–8	Grade Levels: 5-8	Assessment Administration: Fall/Spring	95% Participation Met*: Not Met
Academic Progress Indicator (Math): i-Ready K-8 by Curriculum Associates, Grades K–8	Grade Levels: 5-8	Assessment Administration: Fall/Spring	95% Participation Met*: Not Met

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*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 Choose an item. disaggregate student performance data by student groups. African-American, ELs, SPED, Socio-economically Disadvantaged
2. The charter school Choose an item. that the assessments were administrated as intended, consistent with the test publishers' administration and test security procedures.
3. The charter school provided the following publisher's verified data report(s):
   - ☒ i-Ready K-8 by Curriculum Associates: *Diagnostic Growth*
   - ☐ i-Ready 9-12 by Curriculum Associates: *Academic Progress Report*
   - ☐ 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 provided sections of the publisher's report, however it could not be used as verified data because it was not the complete report.
   - ☐ The charter school provided school created reports that are not considered verified data.
   - ☐ The charter school did not provide the publisher's designated report to demonstrate one year's growth.

As the date of this published report, the names of the above-mentioned reports are the District's current understanding from the publisher.

Notes:

The organization reported the following to improve participation rate:

1. Increase in proctor training. The school explicitly outlined expectations for its proctors and provided training on managing the i-Ready platform.
2. Changed test administration access so every proctor could see the class they were testing.
3. Provided increased supervision and feedback to proctors so that the test was administered effectively.
4. Supported student testing by giving students strategies to complete the tests in a timely manner and reviewing the test format and purpose.

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A12: ALL STUDENTS SCIENCE INDICATOR- (GRADES 5, 8, 10-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Science Indicator (CDE)

Performance Rubric	Sources of Evidence
The Science Indicator information is for informational purposes only and will not be scored. ☐ The California School Dashboard All Students Science Indicator is higher than the state ☒ The California School Dashboard All Students Science Indicator is lower than the state ☐ Not Applicable - The Science Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

LOCAL CONTROL AND ACCOUNTABILITY PLAN 2024-2025 (For Informational Purposes Only)

The CSD reviewed the Local Control and Accountability Plan.

All requested template information and descriptions were provided:	Sources of Evidence
☒ LCFF Budget Overview for Parents ☒ 2023-2024 LCAP Annual Update ☒ Plan Summary ☒ Engaging Educational Partners ☒ Goals and Actions ☒ Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students ☒ Action Tables ☒ Instructions	☒ Local Control and Accountability Plan ☒ Board Agenda and Minutes

Notes:
None.

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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3, Proficient

Areas of Demonstrated Strength and/or Progress

O5: Stakeholder Engagement and Involvement- 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:

- 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.
- Board meeting Calendar, Board agendas and Board minutes; Fiscal reports; Student Accountability Report Card; and LCAP meeting and updates.

Areas Noted for Further Growth and/or Improvement

O1- Implementation of the Educational Program- 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

- **Curriculum Alignment**:
  - Based on California Common Core State Standards, NGSS, and History-Social Science Framework.
  - Includes ELD standards and grade-level appropriate supplemental materials.
  - Teachers use pacing guides aligned with high-priority standards.
- **Blended Learning**:
  - Each student is assigned a computer for access to digital learning platforms.
  - Platforms include: McGraw Hill, ALEKS, iReady (Math & ELA), CMP, and Achieve 3000.
  - Supports differentiation for students at varying achievement levels.
  - Provides real-time data to inform instruction.
- **Culturally Responsive Teaching**:
  - Incorporates students' diverse backgrounds into instructional practices.
  - Emphasized during professional development and ongoing training.
- **Course Offerings**:
  - **Core Subjects (Grades 5–8)**: English Language Arts, Mathematics, Science, History/Social Studies.
  - **Foreign Language (Grade 8 only)**.
  - **Non-Core Subjects**: Physical Education (Grades 5–8), SUCCESS Academy A/B (College Prep, Grades 5–8), Computer Literacy 6A/B (Grades 6–7).

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 has limited evidence of systems to modify instruction based on data analysis

- The schoolwide Dashboard ELA Indicator color is Red, as compared to the state's color of Orange. The school's 2024 schoolwide ELA DFS (-118.2 DFS) is lower than the state average (-13.2 DFS).
  - None of the school's numerically significant student groups have "Status/DFS" scores above the statewide DFS
- The schoolwide Dashboard Math Indicator color is Red, as compared to the state's color of Orange. The school's 2024 schoolwide Math DFS (-163.3 DFS) is lower than the state average (-47.6 DFS).
  - None of the school's numerically significant student groups have "Status/DFS" scores above the statewide DFS

O4: School Climate and Student Discipline- 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

- The schoolwide Dashboard Suspension Rate Indicator color is Orange, as compared to the state's color of Green. The school's 2024 percentage of students suspended at least one day (6.9%) is higher than the state average (3.2%).
- The school's 2023-2024 end-of-year data analysis of the suspensions revealed that TEACH Academy of Technologies has a 10.02% overall suspension rate, which includes 0 in-school suspensions and 47 out-of-school suspensions.

School leadership reported the following to improve school climate and student discipline:

- Increase the use of alternatives to suspension for major student behaviors that are not mandatory suspensions/expulsions including but not limited to: Saturday Academy, Parent Conference, Afterschool Reflection, Lunch Reflection, Campus Beautification, Parent Shadow and more.
- Ensure that all staff members are operating primarily through restorative practices. This will include additional professional development time dedicated to restorative practices in the classroom.
- Increased classroom walkthroughs and feedback based on teacher led PBIS practices to decrease major student behaviors.
- Professional development for teachers to respond to minor student behavior, de-escalation methodologies, and working with teachers to build relationships with families. Emphasize early intervention.
- Involve our BCBA for behavior plans and support with our Tier 3 students.
- Communicate suspension data with the school community along with our goal and plan to reduce the suspension rate.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

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SCHOOL NAME: **TEACH Academy of Technologies**

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Notes:

- A Notice of Concern was issued on 4/3/2025 to inform TEACH Academy of Technologies of the end-of-year 2023-2024 student suspension outcomes (through June 30, 2024), inclusive of in-school and out-of-school suspensions. TEACH Academy of Technologies' recent 2023-2024 end-of-year data analysis of the suspensions issued revealed that TEACH Academy of Technologies has a 10.02% overall suspension rate, which includes 0 in-school suspensions and 47 out-of-school suspensions. A plan outlining the school's action plan for addressing these concerns was requested and received on 4/10/2025.
- A review and discussion of the school's 2024–2025 Certification of Clearances, Credentialing, and Mandated Training document, along with the current staff roster, indicate the following: nine (9) new certificated staff members have been hired, eight (8) certificated staff have returned from the previous year, and seven (7) classrooms are currently supported by substitute teachers.
  - According to the school leadership at TEACH Public Schools, recruiting, retaining, and supporting highly qualified and credentialed teachers remains one of our top strategic priorities. Excellent teaching is the foundation of student achievement, and we are deeply committed to ensuring every student has access to an educator who is both credentialed and supported in delivering high-quality, culturally responsive instruction. To address staffing needs, the organization reported the following:
    - Short-Term Plans (2025–2026):
      - Targeted recruitment campaigns are underway, focused on credentialed candidates across high-need areas including Multiple Subject (grades TK–5), Single Subject Mathematics and Science (grades 6–12), and Special Education (mild/moderate and moderate/severe).
      - Expanding partnerships with local universities and credentialing programs, including CSU campuses and LACOE, to build a pipeline of mission-aligned educators.
      - Implementation of competitive hiring incentives and early contracts to secure talent ahead of the peak hiring season.
      - Expansion of the teacher induction program in partnership with a CTC-approved provider to support new and intern teachers.
    - Long-Term Plans:
      - Development of an internal "Grow Your Own" pathway, including para-to-teacher and student-teacher residencies, with financial support for credentialing.
      - Investment in instructional coaching, professional learning communities, and leadership pathways to promote retention through growth.
  - Continued focus on school culture and wellness, including feedback loops, mental health supports, and staff appreciation initiatives

Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):

☒ Not Applicable

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/28/2025**

RATING NOTES:

- ***A charter school cannot receive a rating in this category greater than one (1) for any of the following reasons: 1) Failed to complete criminal background clearances for <u>any new staff and/or sole proprietor</u> (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 two (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 (including required authorization(s) e.g., English Learner authorization) and assigned per legal requirements and the school's operative charter at any time during the academic year.***
- ***A charter school may receive an overall rating of two (2) for the following reason: 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 three (3) for the following reason: Failed to provide evidence of any item on the "Review of Transparency and Stakeholder Information Compliance Items" checklist below.***

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **TEACH Academy of Technologies**

DATE OF VISIT: **2/28/2025**

O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM

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**)

Performance Rubric	Sources of Evidence
☐ 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 ☐ 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 ☒ 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 ☐ 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	☒ Key Features of the Educational Program ☒ Standards-Based Instructional Program ☒ Master Schedule/Course Schedule ☒ Student Achievement Data Analysis ☒ Professional Development documentation ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Other: (Specify) High School: ☐ System for monitoring student progress toward and completion of graduation and A-G Requirements ☐ WASC Accreditation Notification Letter ☐ UC Doorways course approval ☐ Graduation Requirement/Policy ☐ Math Placement Assessment Policy (9th grade only) ☐ Advanced Placement Exam: Participation Rate and Passage Rate ☐ College acceptance and enrollment rates

LAUSD CHARTER SCHOOLS DIVISION

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DATE OF VISIT: **2/28/2025**

O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS

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)

Performance Rubric	Sources of Evidence
☐ 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 ☐ 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 ☒ 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 ☐ 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	☒ Implementation of differentiated instructional strategies ☒ Intervention/Enrichment Program during the instructional day ☒ Student Group data analysis ☒ Professional Development documentation ☒ Classroom/site Observation ☒ Discussion with school leadership ☒ Other: (Specify) English Learners ☒ Master Plan for English Learners ☒ Designated English Language Development (ELD) schedule ☒ Documentation of implementation of the school's Master Plan for English Learners ☒ Implementation of a data analysis system

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

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O3: SPECIAL EDUCATION

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

Performance Rubric	Sources of Evidence
☐ 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 ☒ The school has a system in place for 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 ☐ 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 ☐ 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 ☐ Not Applicable - Charter school participates in LAUSD's Option 1 SELPA ☐ Charter school does not participate in LAUSD's SELPA	☒ Welligent IEP Timeline and Service Tracking Reports ☒ District Validation Review (DVR) ☒ Annual Self-Review Checklist ☒ Professional Development documentation ☒ Discussion with school leadership

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DATE OF VISIT: **2/28/2025**

O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE

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

Performance Rubric	Sources of Evidence
☐ 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 ☐ 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 ☒ 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 ☐ 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.	☒ Positive school climate system and Restorative Justice documentation ☒ Documentation of systems to prevent acts of bullying ☒ Documentation of systems to promote regular attendance ☒ Professional Development documentation ☒ LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, and disproportionality ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ 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

Performance Rubric	Sources of Evidence
☐ 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 ☒ 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 ☐ The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns ☐ The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	☒ Yearlong Calendar of stakeholder engagement events/meetings. ☒ Stakeholder Engagement ☒ Stakeholder Consultation ☒ School Site Council (SSC) documentation ☒ Parent Advisory Committee (PAC) documentation ☒ English Learners Advisory Committee (ELAC) documentation ☒ Foster Youth/Students Experiencing Homelessness Designee ☒ School website ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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O6: CLEARANCES AND CREDENTIALING COMPLIANCE

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
- 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

Performance Rubric	Sources of Evidence
☐ 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 ☒ 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 ☐ 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 ☐ 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 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.	☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024* form ("ESSA Grid") ☒ Staff roster ☒ School master schedule ☒ Custodian(s) of Records documentation ☒ Criminal Background Clearance Certifications ☒ Teaching credential/authorization documentation ☒ Vendor clearances and credentialing certifications ☒ Volunteer (TB) risk assessment/clearance certification ☒ Discussion with school leadership ☐ Other: (Specify)

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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 an overall rating in this category greater than one (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,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)	☒	☐
A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site	☒	☐

A charter school may receive an overall rating in this category of two (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 one (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 § 32282)	☒	☐
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	☒	☐
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)	☒	☐
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	☒	☐
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	☒	☐
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	☒	☐
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 35179.6.	☐	☐
	☒ Not applicable	

Notes:
None.

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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: ☒ LCAP, per Ed. Code § 47606.5(h) ☒ Current Board agenda in compliance with Brown Act, per Gov. Code, § 54954.2 (a)(1) and (d). ☒ Policy on Pupil Suicide Prevention per Ed. Code § 234.6 ☒ Title IX information, including a link to CDE's Title IX website per Ed. Code § 234.6 ☒ 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	☒	☐
Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 47605(c)(5)(C)	☒	☐
Access to approved charter	☒	☐
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	☐	☐
	☒ Not applicable	
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	☒	☐
Notification of access to available mental health services (grades K-12), per Ed. Code § 49428.	☒	☐
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	☒	☐
	☐ Not applicable	

Notes:
None.

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5982	2020-2021					2021-2022					2022-2023				
TEACH Academy of Technologies	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	0	1,899,811	2,095,462	2,745,308	2,745,308		3,299,647	2,962,468	4,414,802	4,414,802		3,732,790	4,031,255	6,166,981	6,186,625
Accounts Receivable	0	2,476,374	2,288,869	1,929,373	1,929,374		437,698	1,777,906	1,925,773	2,100,760		2,822,683	3,166,863	958,112	2,735,862
Other Current Assets	0	100,205	59,404	50,578	50,578		1,410,688	99,023	35,685	33,950		73,328	85,471	2,003,486	60,639
Total Current Assets	0	**4,476,390**	**4,443,735**	**4,725,259**	**4,725,260**		**5,148,033**	**4,839,397**	**6,376,260**	**6,549,512**		**6,628,801**	**7,283,589**	**9,128,579**	**8,983,126**
Fixed and Other Assets	0	1,119,794	1,155,580	1,226,050	1,226,049		1,095,408	1,096,089	1,126,538	1,126,537		1,035,430	1,146,461	1,252,155	19,208,397
Total Assets	0	**5,596,184**	**5,599,315**	**5,951,309**	**5,951,309**		**6,243,441**	**5,935,486**	**7,502,798**	**7,676,049**		**7,664,231**	**8,430,050**	**10,380,734**	**28,191,523**
Deferred Outflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities	0	386,992	649,208	819,901	899,472		710,256	594,218	1,414,983	1,524,317		1,137,444	1,754,338	3,349,874	3,494,578
Other Long Term Liabilities	0	404,780	372,273	372,274	367,841		351,388	335,730	309,566	306,406		288,421	272,569	246,547	17,824,667
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities	**0**	**791,772**	**1,021,481**	**1,192,175**	**1,267,313**		**1,061,644**	**929,948**	**1,724,549**	**1,830,723**		**1,425,865**	**2,026,907**	**3,596,421**	**21,319,245**
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Net Assets	0	**4,804,412**	**4,577,834**	**4,759,134**	**4,683,996**		**5,181,797**	**5,005,538**	**5,778,249**	**5,845,326**		**6,238,366**	**6,403,142**	**6,784,313**	**6,872,278**
Total Revenues	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	7,609,046	8,351,769	8,451,129	8,763,431	8,741,442
Total Expenditures	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	7,595,458	7,891,509	7,826,092	7,824,445	7,714,490
Net Income / (Loss)	**298,693**	**2,064,641**	**1,838,064**	**2,019,364**	**2,616,899**	**207,287**	**497,802**	**321,543**	**1,094,253**	**1,161,330**	**13,588**	**460,261**	**625,037**	**938,987**	**1,026,952**
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	672,673	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
Inc / (Dec) in Net Assets	**298,693**	**2,064,641**	**1,838,064**	**2,019,364**	**3,289,572**	**207,287**	**497,802**	**321,543**	**1,094,253**	**1,161,330**	**13,588**	**460,261**	**625,037**	**938,987**	**1,026,952**
Net Assets, Beginning	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	5,005,538	5,778,250	5,778,250	5,778,250	5,845,326
Adj. for restatement / Prior Yr Adj	224,938	0	(1)	(1)	0	329,528	(75,139)	(75,139)	(75,138)	0	0	(145)	(145)	67,076	0
Net Assets, Beginning, Adjusted	**2,738,789**	**2,739,771**	**2,739,770**	**2,739,770**	**2,739,770**	**4,907,362**	**4,683,995**	**4,683,995**	**4,683,996**	**4,683,996**	**5,005,538**	**5,778,105**	**5,778,105**	**5,845,326**	**5,845,326**
Net Assets, End	**3,037,482**	**4,804,412**	**4,577,834**	**4,759,134**	**6,029,342**	**5,114,649**	**5,181,797**	**5,005,538**	**5,778,249**	**5,845,326**	**5,019,126**	**6,238,366**	**6,403,142**	**6,784,313**	**6,872,278**
Unrestricted Net Assets		4,804,412	4,577,834	3,578,490	4,683,996		5,181,797	5,005,538	5,711,815	5,845,326		6,172,107	6,326,840	6,784,313	6,872,278
Restricted Net Assets		0	0	1,180,644	0		0	0	66,434	0		66,259	76,302	0	0

5982	Audited Financials					2023-2024					2024-2025				
TEACH Academy of Technologies	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	2,745,308	4,414,802	6,186,625	5,749,444	0		6,578,324	6,059,484	5,595,635	5,749,444		5,560,348	5,087,793	0	0
Accounts Receivable	1,929,374	2,100,760	2,735,862	4,803,339	0		2,569,031	3,334,398	2,856,146	4,803,339		3,214,596	3,461,370	0	0
Other Current Assets	50,578	33,950	60,639	92,005	0		44,578	55,727	74,260	92,005		140,401	84,945	0	0
Total Current Assets	**4,725,260**	**6,549,512**	**8,983,126**	10,644,788	0		**9,191,933**	**9,449,610**	**8,526,042**	**10,644,788**		**8,915,346**	**8,634,108**	**0**	**0**
Fixed and Other Assets	1,226,049	1,126,537	19,208,397	18,063,713	0		1,169,112	19,142,007	18,904,838	18,063,713		17,949,037	17,962,719	0	0
Total Assets	**5,951,309**	**7,676,049**	**28,191,523**	**28,708,501**	**0**		**10,361,045**	**28,591,616**	**27,430,879**	**28,708,501**		**26,864,383**	**26,596,827**	**0**	**0**
Deferred Outflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities	899,472	1,524,317	3,494,578	4,079,915	0		2,912,781	3,217,195	2,439,736	4,079,915		2,179,883	2,146,215	0	0
Other Long Term Liabilities	367,841	306,406	17,824,667	17,512,057	0		227,005	18,208,186	17,825,230	17,512,057		17,503,192	17,503,192	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities	**1,267,313**	**1,830,723**	**21,319,245**	**21,591,972**	**0**		**3,139,786**	**21,425,381**	**20,264,966**	**21,591,972**		**19,683,075**	**19,649,407**	**0**	**0**
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Net Assets	**4,683,996**	**5,845,326**	**6,872,278**	**7,116,529**	**0**		**7,221,259**	**7,166,235**	**7,165,914**	**7,116,529**		**7,181,308**	**6,947,420**	**0**	**0**
Total Revenues	8,215,619	7,705,772	8,741,442	9,333,739	0	8,689,268	9,449,505	9,316,524	9,482,478	9,333,739	9,133,843	9,107,001	9,106,891	0	0
Total Expenditures	5,598,720	6,544,442	7,714,490	9,089,488	0	8,237,485	9,073,931	9,022,567	9,188,842	9,089,488	9,113,367	9,073,589	9,276,000	0	0
Net Income / (Loss)	**2,616,899**	**1,161,330**	**1,026,952**	**244,251**	**0**	**451,783**	**375,574**	**293,957**	**293,636**	**244,251**	**20,476**	**33,413**	**(169,109)**	**0**	**0**
Operating Transfers In (Out) and Sources / Uses	(672,673)	0	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
Inc / (Dec) in Net Assets	**1,944,226**	**1,161,330**	**1,026,952**	**244,251**	**0**	**451,783**	**376,574**	**293,957**	**293,636**	**244,251**	20,476	**33,413**	**(169,109)**	**0**	**0**
Net Assets, Beginning	2,739,770	4,683,996	5,845,326	6,872,278	0	6,403,142	6,784,313	6,784,313	6,784,313	6,872,278	7,166,235	7,165,914	7,165,914	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	207,099	61,372	87,965	87,965	0	0	(18,018)	(49,385)	0	0
Net Assets, Beginning, Adjusted	2,739,770	4,683,996	5,845,326	6,872,278	0	6,610,241	6,845,685	6,872,278	6,872,278	6,872,278	7,166,235	7,147,895	7,116,529	0	0
Net Assets, End	**4,683,996**	**5,845,326**	**6,872,278**	**7,116,529**	**0**	**7,062,024**	**7,221,259**	**7,166,235**	**7,165,914**	**7,116,529**	**7,186,711**	**7,181,308**	**6,947,420**	**0**	**0**
Unrestricted Net Assets	4,683,996	5,845,326	6,872,278	7,116,529	0		7,221,259	7,166,235	7,165,914	7,116,529		7,181,308	6,947,420	0	0
Restricted Net Assets	0	0	0	0	0		0	0	0	0		0	0	0	0

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/28/2025**

FISCAL OPERATIONS	RATING
Summary of School Performance	4, Accomplished

Other circumstances and information could influence the rating and are noted in this evaluation.

Financial Highlights

The charter school's fiscal condition is positive.

FINANCIAL HIGHLIGHTS					
TEACH Academy of Technologies	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	$4,683,996	$5,845,326	$6,872,278	$7,116,529	$6,947,420
Net Income / (Loss)	$2,616,899	$1,161,330	$1,026,952	$244,251	($169,109) [2]
Transfers In / Out	($672,673)[1]	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Cash and Cash Equivalents	$2,745,308	$4,414,802	$6,186,625	$5,749,444	$5,087,793
Unrestricted Net Assets	$4,683,996	$5,845,326	$6,872,278	$7,116,529	$6,947,420
Norm Enrollment Reported by the School	471	412	415	465	466
FINANCIAL RATIO ANALYSIS					
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets /Total Expenditures) *3% - 5% and greater is recommended (depending on the school's ADA)*	83.66%	89.32%	89.08%	78.29%	74.90%

Cash Reserve Level (Cash Balance/Total Expenditures) *5% and greater is recommended*	49.03%	67.46%	80.19%	63.25%	54.85%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) *At least 1.2 or 120% is recommended*	525.34%	429.67%	257.06%	260.91%	402.29%
Debt Ratio (Total Liabilities/Total Assets) *Lower than 1.0 or 100% is recommended*	21.29%	23.85%	75.62%	75.21%	73.88%

[1]The outbound transfer of ($672,673) in Fiscal Year ("FY") 2020-2021 was primarily due to the reallocation of the Paycheck Protection Program ("PPP") loan forgiveness. Initially, the entire PPP loan forgiveness amount of $1,030,000 was allocated to TEACH Academy of Technology. It was subsequently reallocated to each of the three TEACH schools and the TEACH Home Office based on their respective shares.
[2]The projected net loss for FY 2024-2025 is primarily due to higher-than-expected costs for special education services, and increased transportation expenses - all aligned with student needs.

Charter Operator Fiscal Information

The financial condition of the charter operator is summarized in the table below.

TEACH Public Schools, Inc.					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# 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	$15,588,988	$422,546	($2,934,649)[3]	($269,027)[4]

[3] The FY 2023-2024 independent audit includes an adjustment to TEACH Public Schools, Inc.'s segment of the consolidated balance sheet to reflect its investments in Cunningham and Morris, LLC, and Wooten Avila, LLC. As the sole member of both subsidiaries, TEACH Public Schools, Inc. incorporated their financial positions into TEACH Public Schools, Inc.'s financial statements. According to the FY 2023-2024 audit, "Deficit Investment in Subsidiary" of $3,548,254—$1,323,061 for Cunningham and Morris, LLC and $2,225,193 for Wooten Avila, LLC—was recorded as

a liability on TEACH Public Schools, Inc.'s balance sheet, contributing to its negative net assets of ($2,934,649). When excluding the deficit investment in the two subsidiaries, TEACH Public Schools, Inc. would have reported a positive net asset balance of $613,605 as of June 30, 2024.

[4]TEACH Public Schools, Inc.'s net loss reported for FY 2023-2024, consists of an operational surplus of $370,737 and a combined net loss of ($639,764) from its subsidiaries—($263,549) for Cunningham and Morris, LLC, and ($376,215) for Wooten Avila, LLC. Further, based on the CSD's review of the annual independent audit reports, the net losses and negative fund balances reported by the two LLCs were primarily due to non-cash depreciation expenses. Excluding accumulated depreciation expenses, Cunningham and Morris, LLC and Wooten Avila, LLC would have reported positive net assets of over $1.0 million and over $900K, respectively, as of June 30, 2024. The CSD will continue to monitor TEACH Public Schools, Inc.'s financial condition through oversight.

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 relations, and information technology support. These management fees are calculated based on the total revenues of each school that TEACH Public Schools, Inc. operates.

Norm Enrollment Data and Trends

The school's Norm Enrollment history by grade level is summarized below.

TEACH Academy of Technologies' Norm Day Enrollment History					
Grade Level	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
5	47	26	60	62	62
6	122	126	112	142	130
7	155	122	130	134	144
8	147	138	113	127	130
Total Enrollment	**471**	**412**	**415**	**465**	**466**
Increase/(Decrease) in Enrollment from Prior Year	**N/A**	**(59)**	**3**	**50**	**1**
Enrollment Growth/(Decrease) (%)	**N/A**	**(12.5%)**	**0.7%**	**12.0%**	**0.2%**

Accumulated Increase/Decrease in Student Enrollment Since 2020-2021	
Accumulated decrease in student enrollment count	**(5)**
Accumulated decrease in student enrollment percentage	**(1.1%)**
Current Board-approved enrollment capacity in the school's operative charter as compared to its reported 2024-2025 Norm Enrollment	
Per the approved enrollment capacity in the school's operative charter	**400**
2024-2025 Norm Enrollment	**466**
Above approved enrollment capacity count	**66**
Above approved enrollment capacity percentage	**16.5%**

TEACH Academy of Technologies is located on a private site. The CSD team has communicated with the school to remain below the approved enrollment capacity as approved in the school's operative charter, per LAUSD's Policy and Procedures for Charter Schools. The CSD will continue to monitor the school's student enrollment through oversight.

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 were 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).

None noted.

Corrective Action Required:
None noted that immediate action is required to remedy concerns in this report.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

N/A

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/28/2025**

Notes:

I.	***Review of Fiscal Documentation***	***Comments***
1.	FY 2023-2024 Independent Audit Report	
	a. Audit opinion:	Unmodified/Unqualified
	b. Material weaknesses:	None Reported
	c. Deficiencies/Findings:	None Reported
	d. Lack of a Going Concern:	None Reported
	Description (if applicable):	Not applicable
2.	(Only for **new schools** without an audit report on file) The charter school is in its first/second year of operation and there is no independent audit report on file with the CSD.	Not applicable
3.	The 2023-2024 audited and unaudited actuals:	Do not mirror each other
	The explanations provided by the charter school for the variances were reasonable:	Yes
	The 2023-2024 independent audit report is not available as of the date of this report.	Not applicable
4.	Segregation of Duties (SOD) review(s) was/were conducted in-person/virtually at:	TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School
		No discrepancies were noted.
5.	Proposition 39 information.	Not applicable

II.	***Review of 2024-2025 Fiscal Preparation Guide***	***Provided***	***Comments***
1.	Most Current Fiscal Reports Reported to the Board	Yes	
2.	Board Meeting Minutes – Discussion of Fiscal Reports Presented to Board & Board Packet	Yes	
3.	Audit or Fiscal Reports – CalSTRS, CalPERS, USDE, CDE, FCMAT, IRS, SBA, OPEB, etc.	N/A	
4.	Board Meeting Minutes – Approval of 2024-2025 Budget	Yes	
5.	Evidence of Compliance – STRS, PERS, Social Security, Other Benefits	Yes	Benefits offered by the school: STRS, PERS, Social Security, 403B, and 457B

6.	Board Meeting Minutes – Selection of Independent Auditor	Yes	
7.	Board Meeting Minutes – Discussion of Independent Audit Report	Yes	
8.	Board Meeting Minutes – Discussion of the Most Recent Interim Financial Reports Submitted to LAUSD	Yes	
9.	Board Meeting Minutes – Discussion of Staff or Vendors Complaints	N/A	
10.	Board Meeting Minutes – Discussion of 2023-2024 Annual Performance-Based Oversight Visit Report	Yes	
11.	Current Fiscal Policies and Procedures	Yes	
12.	Board Meeting Minutes – Approval of Fiscal Policies and Procedures	Yes	
13.	Organizational Chart(s)	Yes	
14.	Summary of Total Compensation Paid in FY 2023-2024	Yes	
15.	Related Parties	Yes	
16.	MOUs for CMO Management Fees	Yes	
17.	Board Meeting Minutes – Approval of Management Fees, License Fees, or Any Other Fees	Yes	
18.	Most Current Accounts Payable Aging Report	Yes	No discrepancies were noted.
19.	Check Registers (12 months)	Yes	Period spanning from January 2024 to December 2024 Reviewed 25 checks for sample testing No discrepancies were noted.
20.	Credit Card Statements and Reconciliations (6 months)	N/A	The charter school has declared that it has no credit card(s) at this time.
21.	Monthly Bank Statements and Reconciliations (6 months)	Yes	Period spanning from July 2024 to December 2024 Reviewed five (5) electronic credit/debit transactions for sample testing No discrepancies were noted.

22.	Student Body Financial Records (6 months)	N/A	
23.	Capitalized and Non-Capitalized Inventory Listing	Yes	
24a.	Posting of EPA on School's Website	Yes	
24b.	Posting of Audited Financials on School's Website	Yes	
25.	Financing Activities, Loans, Factoring Receivables, Intercompany Transfers/Loans, etc.	Yes	Per TEACH Public Schools, Inc.'s 2023-2024 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, 2024, was $62,059.
26.	Current Facility Lease Agreements and Board Meeting Minutes – Approval of Lease	N/A	Documentation was previously provided in FY 2023-2024.
27.	Facilities Plans – Purchase, Lease, Relocation, Expansion, Major Improvements	N/A	
28.	Employee Retention Credit	Yes	
	TEACH Public Schools, Inc. submitted documentation, including governing board meeting minutes and various forms related to the Employee Retention Credit (ERC) application. The organization reported receiving $769,107 in ERC funds. The organization stated that two additional filings are in process under review by the IRS, totaling $1,116,674.		
29.	Disclosure of Legal Issues	N/A	

Notes: N/A (Provided Column) = indicated by the charter school as not applicable
ANI = Areas Noted for Further Growth and/or Improvement
OO = Other Observations

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/28/2025**

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 4, 3, 2, or 1.*
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 LAUSD. New schools are evaluated based on current year information. New schools may receive a rating of 2 or 1.*

Existing School 4 (Accomplished)	***To receive a rating of 4 (Accomplished), an existing school, at a minimum, meets all of the Required and Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is positive;
3. The two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings;
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 & Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), Internal Revenue Service (IRS), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings;
5. Vendors and staff are consistently paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. Charter school consistently adheres to the governing board-approved fiscal policies and procedures;
8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements 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 two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the two most current annual independent audit reports;
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 two most current annual independent audit reports;
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 audit reports;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report 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
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).

Existing School 3 (Proficient)	***To receive a rating of 3 (Proficient), an existing school, at a minimum, meets all of the Required and at least five (5) of the Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is positive;
3. The most current annual independent audit report shows no material weaknesses, deficiencies and/or findings;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, IRS, 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;
5. Vendors and staff are generally paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. Charter school generally adheres to the governing board-approved fiscal policies and procedures;

8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements 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 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 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 report;
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 report;
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 report;
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 report;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report 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
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).

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

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DATE OF VISIT: **2/28/2025**

Existing School 2 (Developing)	***An existing school would receive a rating of 2 (Developing) if the charter school is not eligible for the rating of Accomplished or Proficient, but at a minimum, meets all of the Required and at least four (4) of the Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report; 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 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;
2. The cash balance at the beginning of the school year is positive; and
3. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal 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 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;
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;
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;
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;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report 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
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).

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/28/2025**

Existing School 1 (Unsatisfactory)	***An existing school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.***

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:
A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing* above. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* 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.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

New School 2 (Developing)	***A new school would receive a rating of 2 (Developing) if the charter school, at a minimum, meets all of the Required Criteria listed below.***

REQUIRED CRITERIA

1. Interim reports and/or unaudited actuals project positive net assets;
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;
3. If enrollment is significantly below the enrollment per the school's *Pupil Estimates for New or Significantly Expanding Charters* 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;
4. Governing board adopts the annual budget;
5. Governing board reviews and discusses the charter school's financial reports as evidenced by the governing board meeting minutes;
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; and
7. The LCAP is submitted to the appropriate agencies.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

New School 1 (Unsatisfactory)	***A new school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.***

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:
A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* 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.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*
2024-2025 SCHOOL YEAR
FOR

TEACH TECH CHARTER HIGH- 7608

Name and Location Code of Charter School

LAUSD Vision

Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

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.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Tech Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/21/2025**

Charter School Name:	**TEACH Tech Charter High**			**Location Code:**	**7608**
Current Address:		**City:**	**ZIP Code:**	**Phone:**	**Fax:**
10616 S. Western Avenue		**Los Angeles**	**90047**	**(323) 872-0707**	**(323) 872-0707**
Current Term of Charter[1]:		**LAUSD Board District:**		**LAUSD Region:**	
July 1, 2019 to June 30, 2026		**1**		**South**	
Number of Students Currently Enrolled:	**Enrollment Capacity Per Charter:**		**Number Above/Below Enrollment Capacity (day of visit):**		**Below by 68**
372	**440**				
Grades Currently Served:	**Grades To Be Served Per Charter:**		**Percent Above/Below Enrollment Capacity (day of visit):**		**Below by 15.45%**
9-12	**9-12**				
Norm Enrollment Number:	**362**				
Total Number of Staff Members:	**33**	**Certificated:**	**19**	**Classified:**	**14**
Charter School's Leadership Team Members:	**Sione Thompson, Interim Principal; Dr. Raul Carranza, CEO/Executive Director; Maria Pimienta, Director of Human Resources; Suzette Torres, Director of Academic Data & Assessment; Enrique Robles, Director of Operations and Data Strategy; Brionna Williams, HR Manager; Frank Williams, Director of Student Services; Shawna Lawson, Business Manager; Asmin Quintero, Operations Manager; Shawnice Willis, Restorative Justice Counselor; Julian Filidor, EB Coordinator; Jazmin Haydel, School Lead Counselor; Eduardo Miranda, Counselor; Luis Ramirez, Director of Parent and Family Engagement; Matt Brown, CFO/COO; Beth Bulgeron, Director of Governance and Compliance.**				
Charter School's Contact for Special Education:	**Natalie Vallejo- Grades 10 & 11** **Deanna Garrett- Grades 9 & 12**		**SELPA & Option:**	**LAUSD- Option 2**	
CSD Assigned Administrator:	**José Salas**		**CSD Fiscal Oversight Manager:**	**Joseph Daee**	
Other CSD Team Members:	**Sunny Keaton**				
Oversight Visit Date(s):	**2/21/2025**		**Fiscal Review Date (if different):**	**N/A**	
Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):	**N/A**		**LAUSD Co-Location Campus(es) (if applicable):**	**N/A**	
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	**COO**		**COO/TCO Approved Grade Levels and Occupancy Loads:**	**Education** **Maximum Occupancy - 550**	

[1] 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 Tech Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/21/2025**

SUMMARY OF RATINGS *(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory*			
Governance	**Student Achievement and Educational Performance**	**Organizational Management, Programs, and Operations**	**Fiscal Operations**
3, Proficient	**2, Developing**	**3, Proficient**	**4, Accomplished**

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Tech Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/21/2025**

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 the California Charter Schools Act, the *LAUSD Policy and Procedures for Charter Schools,* the factors and guidance promulgated by the California State Board of Education in 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.* 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; (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 Tech Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/21/2025**

GOVERNANCE	RATING*
Summary of School Performance	3, Proficient

Areas of Demonstrated Strength and/or Progress

G1: Governance Structure and Compliance Monitoring- 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:

- The provided organizational chart which aligns with the operative charter indicating:
  - The CEO of TEACH Public Schools reports to the TEACH Public Schools Board of Directors
  - The Chief Operating Officer/Chief Financial Officer supervises the Director of Governance and Compliance, Director of Operations and Data Systems, Director of Human Resources, Director of Business Operations Manager, and Director of Student Recruitment and Parent Engagement
  - There are three LAUSD-authorized charter schools that are part of TEACH Public Schools
  - 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. Currently there are five (5) board members on the Board of Directors.
  - The documentation provided noted the Board has scheduled nine (9) meetings for the 2023-2024 school year.
  - The Compliance Monitoring Certification of Board Compliance Review form was certified by the TEACH Public Schools Board on December 4, 2024.

G2: Due Process- 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:

- 2024-2025 Student and Parent Handbook (English/Spanish); Employee Handbook 2024-2025; 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.

Areas Noted for Further Growth and/or Improvement

G3: Responsive and Accountable Governance- Educational Program- 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.)

- School Performance Data- Although the Governing Board is provided with school performance data such as that included in the January 30, 2024 agenda, the school should consider providing the TEACH Public Schools Board with more robust academic performance information (e.g., disaggregated data, comparative data, data in multiple formats, and aligning data with action plans), provided explicit information on the school's staffing needs (e.g., certificated staffing concerns), and information charter renewal information for monitoring and appropriate actions.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Tech Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/21/2025**

Notes:

- 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).

Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):

☒ Not Applicable

RATING NOTES:

- ***A charter school may receive a rating of one (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," 4) Unresolved concern(s) and/or ongoing tiered intervention (i.e., Notice of Concern and/or Notice to Cure), and/or 5) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, etc.).***
- ***A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).***

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **TEACH Tech Charter High**

DATE OF VISIT: **2/21/2025**

G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING

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

Performance Rubric	Sources of Evidence
☐ 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.) ☒ 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.) ☐ 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.) ☐ The Governing Board has not implemented the organizational structure set forth in the school's operative charter; and has an ineffective or 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.)	☒ Organizational chart in approved charter ☒ Organizational chart (current) ☒ Board member roster ☒ Bylaws (current) ☒ Board Committee(s) Calendar(s) ☒ California open meeting law training (Brown Act) ☒ Compliance Monitoring and Certification of Board Compliance Review ☒ Board meeting agendas, minutes, and/or documentation ☒ Observation of Governing Board meeting(s) ☒ Discussion with leadership ☐ Stakeholder focus group ☐ Other: (Specify)

G2: DUE PROCESS

***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

Performance Rubric	Sources of Evidence
☐ 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 ☒ 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 ☐ 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 ☐ 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	☒ Student discipline policy and procedures ☒ Employee grievance and discipline policy and procedure ☒ Uniform Complaint Procedures policy and form(s) ☒ Stakeholder complaint procedures and form(s) ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Tech Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/21/2025**

G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM

The Governing Board has systems in place to ensure ongoing:

- 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
- 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)
- 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

Rubric	Sources of Evidence
☐ 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.) ☒ 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.) ☐ The Governing Board seldom 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.) ☐ The Governing Board 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.)	☒ Board meeting agendas, minutes, and/or documentation ☒ Board member and executive leadership training of Governing Board meeting(s) ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **TEACH Tech Charter High**

DATE OF VISIT: **2/21/2025**

G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS

The Governing Board has systems in place to ensure ongoing:

- Monitoring of staffing needs and the school's compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- 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.)

Performance Rubric	Sources of Evidence
☐ 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 ☒ 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 school-based staff and executive level leadership staff ☐ 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 school-based staff and/or executive level leadership staff ☐ 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 school-based staff and/or executive level leadership staff	☒ Human Resources policies and procedures ☒ Board meeting agendas, minutes, and/or documentation ☒ Evaluation of Executive Leadership procedures and tools ☒ Evaluation of school-based staff procedures and tools ☒ Compliance Monitoring and Certification of Board Compliance Review ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training* form ("ESSA Grid") for current academic year ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **TEACH Tech Charter High**

DATE OF VISIT: **2/21/2025**

G5: FISCAL CONDITION

The Governing Board has a system in place to ensure fiscal viability:

- The school is fiscally strong and net assets are positive in the two most current annual independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Performance Rubric	Sources of Evidence
Performance	☒ 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, *Accomplished)* in the two most current annual independent audit reports, ***and***, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s) ☐ The school is fiscally stable, with positive net assets in the most current annual independent audit report ☐ The school is fiscally weak or unstable*, net assets are negative in the most current annual independent audit report, **or** the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer ☐ The school is consistently fiscally weak, net assets are negative in the two most current annual independent audit reports, **or** the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer **Notes:** 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. *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.	☒ Board meeting agendas and minutes ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances ☒ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other financial information submitted by the school ☒ Other: (see Fiscal Operations section below)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Tech Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/21/2025**

G6: FISCAL MANAGEMENT AND ACCOUNTABILITY

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board approved fiscal policies and procedures and does not have any areas noted for improvement.
- The two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings.
- The school is in compliance with Generally Accepted Accounting Principles, applicable law, LAUSD charter policy, and the school's approved charter.
- If applicable, all LAUSD Board of Education-approved fiscal management-related benchmark(s) are met by the required deadline(s).

	Performance Rubric	Sources of Evidence
Performance	☒ The school **consistently adheres** to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings ☐ The school **generally adheres** to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit report shows no material weaknesses, deficiencies, and/or findings ☐ The school is **not adhering** to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, **or** has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) ☐ The school is **continuously not adhering** to the Governing Board approved fiscal policies and procedures, **or** has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, etc.)	☒ Board meeting agendas and minutes ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances ☒ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **TEACH Tech Charter High**

DATE OF VISIT: **2/21/2025**

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2, Developing
California Department of Education's (CDE) Charter School's 2025 Performance Category	Middle Performing

Areas of Demonstrated Strength and/or Progress

A2: Dashboard Student Group ELA

- All numerically significant student groups have "Status/DFS" scores above the statewide DFS
  - The 2024 average DFS in ELA for the school's Socioeconomically Disadvantaged students (-18.1 DFS) is above the state average (-40.9 DFS)
  - The 2024 average DFS in ELA for the school's Hispanic students (-2.5 DFS) is above the state average (-39.3 DFS)

A9: Dashboard Schoolwide Graduation Rate

- The schoolwide Dashboard Graduation Rate Indicator color is Yellow, as compared to the state's color of Yellow. The school's 2024 percentage of students graduating high school with a diploma (89.7%) is higher than the state average (86.7%).

Areas Noted for Further Growth and/or Improvement

A1: Dashboard Schoolwide ELA

- The schoolwide Dashboard ELA Indicator color is Orange, as compared to the state's color of Orange. The school's 2024 schoolwide ELA DFS (-16.1 DFS) is lower than the state average (-13.2 DFS).

In light of these results, school leaders report implementing the following to improve ELA outcomes schoolwide:

- Use NWEA results to differentiate and group students for targeted support (learning lab and advisory)
- Using the FIABs and practice problems in Tools for Teachers to assess and monitor progress formatively.
  - Teachers to administer 1 FIAB on M/T the last 30 minutes of class.
  - The Error Analysis will be done TH/F the last 30 minutes of class.
- Implement Practice and Training tests to help the students more easily navigate the platform and practice endurance.
- Implement structured problem-solving frameworks (e.g., Three-Read Strategy, Think-Pair-Share, Graphic Organizers).
- Strengthen conceptual understanding through real-world applications and project-based learning.
- Establish an ELA Lab for intervention and enrichment with tutoring and targeted skill-building sessions.
- Differentiate instruction with scaffolded supports for ELD and IEP students (sentence stems, manipulatives, visual supports).
- Use close reading strategies with annotation and guided questioning to build reading comprehension.
- Implement writing workshops to improve analytical writing.
- Provide targeted vocabulary instruction for ELD students using Frayer Models and explicit academic language instruction.
- Develop a school-wide literacy initiative, requiring reading across content areas.

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 2024 schoolwide Math DFS (-129.9 DFS) is below the state average (-47.6 DFS).
- None of the school's numerically significant student groups have "Status/DFS" scores above the statewide DFS
  - The 2024 average DFS in Math for the school's Socioeconomically Disadvantaged students (-129.6 DFS) is below the state average (-78.2 DFS)
  - The 2024 average DFS in Math for the school's Hispanic students (-115.7 DFS) is below the state average (-79.2 DFS)

In light of these results, school leaders report implementing the following to improve Math outcomes schoolwide and for its numerically significant student groups:

- Use NWEA results to differentiate and group students for targeted support (learning lab and advisory)
- Using the FIABs and practice problems in Tools for Teachers to assess and monitor progress formatively.
  - Teachers to administer 1 FIAB on M/T the last 30 minutes of class.
  - The Error Analysis will be done TH/F the last 30 minutes of class.
- Implement Practice and Training tests to help the students more easily navigate the platform and practice endurance.
- Implement structured problem-solving frameworks (e.g., Three-Read Strategy, Think-Pair-Share, Graphic Organizers).
- Strengthen conceptual understanding through real-world applications and project-based learning.
- Establish a Math Lab for intervention and enrichment with tutoring and targeted skill-building sessions.
- Differentiate instruction with scaffolded supports for ELD and IEP students (sentence stems, manipulatives, visual supports).
- Provide targeted vocabulary instruction for ELD students using Frayer Models and explicit academic language instruction.

A5: Dashboard Schoolwide English Learner Progress (ELPI)

- The schoolwide Dashboard ELPI color is Orange, as compared to the state's color of Orange. The school's 2024 percentage of English Learner students making progress toward English language proficiency (39.2%) is below the state average (45.7%).

The school leader reports the following efforts to increase English Learner students making progress toward English language proficiency:

- Implement Designated & Integrated ELD instruction aligned with state ELD standards.
- Use sentence frames, word banks, and structured discourse activities to support language development.
- Provide after-school tutoring with bilingual support.
- Align Individualized Education Plan (IEP) goals with grade-level standards and NWEA growth targets.
- Provide small-group instruction for foundational skill-building.
- Increase co-teaching models with ELD teachers in math and ELA classrooms.

A6: Dashboard Schoolwide College/Career (CCI) and A7: Dashboard Student Group College/Career (CCI)

- The schoolwide Dashboard CCI Indicator color is Orange, as compared to the state's color of Yellow. The school's 2024 percentage of students prepared for college, or a career (34%) is lower than the state average (45.3%).
- Less than a majority of the numerically significant student groups have CCI percentages above their respective statewide student group percentages.
  - The 2024 percentage of the school's Hispanic students prepared for college, or a career (37.9%) is higher than the state average (37.4%)
  - The 2024 percentage of the school's Socioeconomically Disadvantaged students prepared for college, or a career (34.0%) is lower than the state average (37.4%)

- The 2024 percentage of the school's African-American students prepared for college or a career (25.8%) is lower than the state average (28.1%)

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 to continue to support students.

A10: Dashboard Schoolwide Suspension Rate

➢ The schoolwide Dashboard Suspension Rate Indicator color is Red, as compared to the state's color of Green. The school's 2024 percentage of students suspended at least one day (9.6%) is higher than the state average (3.2%).

To address the schoolwide suspension rate, school leadership reported that TEACH Tech Charter High has implemented restorative justice practices, expanded conflict resolution training, and introduced the Reflection Room as an alternative to suspension. Parent engagement and student support services have been prioritized to address underlying behavioral concerns.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Local Indicators: Dashboard Year 2024

Basic Services and Conditions: Met
Implementation of State Academic Standards: Met
Parent and Family Engagement: Met
School Climate: Met
Access to a Broad Course of Study: Met

Notes:

Charter School's 2024-2025 Every Student Succeeds Act (ESSA) Assistance Status:

☐ Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad)
☐ Comprehensive Support and Improvement – Low Performance (CSI- Low Perform)
☐ Additional Targeted Support and Improvement (ATSI)
☐ Targeted Support and Improvement (TSI)
☒ No Status

2024 LCFF Charter School Assistance Eligibility:

☒ General Assistance (Level 1) - resources and assistance that is made available to all local educational agencies
☐ Differentiated Assistance (Level 2) - local educational agencies that meet certain eligibility criteria for additional support

For 2023-2024:

- 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, 2022-2023, and 2023-2024 academic years. Please note that, depending on the release date of the 2021-2022, 2022-2023, and 2023-2024 RFEP counts and rates, the District may elect to update and reissue a revised 2024-2025 Annual Performance-Based Oversight Visit Report.
- The school's percentage of "At Risk" ELs is 3.2% as compared to the state's percentage of 6.8%
- The school's percentage of "LTELs" is 24.9% as compared to the state percentage of 10.6%

Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):

☒ Not Applicable

RATING NOTE: A charter school cannot receive a rating in this category greater than a one (1) if the school has been identified as a Low Performing charter school based on the state's published list.

A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students ELA Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students ELA Indicator color is Blue ☐ The California School Dashboard All Students ELA Indicator color is Green; or a Status (DFS) that is the same or higher than the state average ☒ The California School Dashboard All Students ELA Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average ☐ The California School Dashboard All Students ELA Indicator color is Red ☐ Not Available - No color assigned on the California School Dashboard for the ELA Indicator	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

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A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard ELA Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☒ All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Not Available - No assessment of performance on the California School Dashboard for this indicator	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A3: ALL STUDENTS MATH INDICATOR- (GRADES 3-8 & 11)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Math Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Math Indicator color is Blue ☐ The California School Dashboard All Students Math Indicator color is Green; or a Status (DFS) that is the same or higher than the state average ☐ The California School Dashboard All Students Math Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average ☒ The California School Dashboard All Students Math Indicator color is Red ☐ Not Available - No color assigned on the California School Dashboard for the Math Indicator	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A4: STUDENT GROUP MATH INDICATOR- (GRADES 3-8 & 11)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Math Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☒ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Not Available - No assessment of performance on the California School Dashboard for this indicator	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students ELPI (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students ELPI color is Blue ☐ The California School Dashboard All Students ELPI color is Green; or a Status (Percent) that is the same or higher than the state average ☒ The California School Dashboard All Students ELPI color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students ELPI color is Red ☐ Not Available - No color assigned on the California School Dashboard for the ELPI	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

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A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR- (GRADES 9-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students CCI (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students CCI color is Blue ☐ The California School Dashboard All Students CCI color is Green; or a Status (Percent) that is the same or higher than the state average ☒ The California School Dashboard All Students CCI color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students CCI color is Red ☐ Not Available – No color assigned on the California School Dashboard for the CCI ☐ Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A7: STUDENT GROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard CCI for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☒ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ Not Available – No assessment of performance on the California School Dashboard for this indicator ☐ Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

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A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR- (GRADES K-8)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Chronic Absenteeism Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Blue ☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Green; or a Status (Percent) that is the same or lower than the state average ☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average ☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Red notwithstanding the Status (Percent) ☐ Not Available - No color assigned on the California School Dashboard for the Chronic Absenteeism Indicator ☒ Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A9: ALL STUDENTS GRADUATION RATE INDICATOR- (GRADES 9-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Graduation Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Graduation Rate Indicator color is Blue ☒ The California School Dashboard All Students Graduation Rate Indicator color is Green; or a Status (Percent) that is the same or higher than the state average ☐ The California School Dashboard All Students Graduation Rate Indicator color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students Graduation Rate Indicator color is Red ☐ Not Available - No color assigned on the California School Dashboard for the Graduation Rate Indicator ☐ Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

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A10: ALL STUDENTS SUSPENSION RATE INDICATOR- (GRADES K-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Suspension Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Suspension Rate Indicator color is Blue ☐ The California School Dashboard All Students Suspension Rate Indicator color is Green; or a Status (Percent) that is the same or lower than the state average ☐ The California School Dashboard All Students Suspension Rate Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average ☒ The California School Dashboard All Students Suspension Rate Indicator color is Red ☐ Not Available - No color assigned on the California School Dashboard for the Suspension Rate Indicator	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A11: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION

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 year 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 Ed. Code § 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 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.

The charter school provided the following Verified Data for consideration: ☒ Academic Progress Indicator(s) and/or ☐ Postsecondary Indicator(s)

Academic Progress Indicator(s) for the 2023-2024 School Year:

Academic Progress Indicator (ELA): MAP Growth by NWEA, Grades K–12	Grade Levels: 9-12	Assessment Administration: Fall/Spring	95% Participation Met*: See Notes below
Academic Progress Indicator (Math): MAP Growth by NWEA, Grades K–12	Grade Levels: 9-12	Assessment Administration: Fall/Spring	95% Participation Met*: See Notes below

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*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 did disaggregate student performance data by student groups. Hispanic, African-American, SED, SWD, EL
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 publisher's verified data report(s):
   - ☐ i-Ready K-8 by Curriculum Associates: *Diagnostic Growth*
   - ☐ i-Ready 9-12 by Curriculum Associates: *Academic Progress Report*
   - ☒ 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 provided sections of the publisher's report, however it could not be used as verified data because it was not the complete report.
   - ☐ The charter school provided school created reports that are not considered verified data.
   - ☐ The charter school did not provide the publisher's designated report to demonstrate one year's growth.

As the date of this published report, the names of the above-mentioned reports are the District's current understanding from the publisher.

Postsecondary Indicators (high school only):

Postsecondary Indictor: The school is not using a state identified data source (see notes below)

1. The report provided by the charter school did not include the results of at least 95% of eligible students. 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 report provided by the charter school did not include the number of eligible students and missing or non-participating students.
3. The report provided by the charter school did not provide 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).

Notes:

- MAP Growth by NWEA, Grades K-12 does not provide a participation rate.
- School leadership reported that they are in the process of transitioning to Naviance, which will provide them with data from the National Student ClearingHouse. Once the information becomes available, school leadership will forward it to CSD.

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A12: ALL STUDENTS SCIENCE INDICATOR- (GRADES 5, 8, 10-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Science Indicator (CDE)

Performance Rubric	Sources of Evidence
The Science Indicator information is for informational purposes only and will not be scored. ☐ The California School Dashboard All Students Science Indicator is higher than the state ☒ The California School Dashboard All Students Science Indicator is lower than the state ☐ Not Applicable - The Science Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

LOCAL CONTROL AND ACCOUNTABILITY PLAN 2024-2025 (For Informational Purposes Only)

The CSD reviewed the Local Control and Accountability Plan.

All requested template information and descriptions were provided:	Sources of Evidence
☒ LCFF Budget Overview for Parents ☒ 2023-2024 LCAP Annual Update ☒ Plan Summary ☒ Engaging Educational Partners ☒ Goals and Actions ☒ Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students ☒ Action Tables ☒ Instructions	☒ Local Control and Accountability Plan ☒ Board Agenda and Minutes

Notes:
None.

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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3, Proficient

Areas of Demonstrated Strength and/or Progress

O5: Stakeholder Engagement and Involvement- 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:

- A Stakeholder Engagement Calendar that includes Coffee with the Principal, Back to School Night, Understanding Student Data Workshop, Wellness Saturday, Parent Conferences, TEACH Paint Your Pumpkin Event, TEACH English Learner Advisory Committee (ELAC) agendas and sign-ins, and School Site Council agendas and sign-ins.
- Board meeting Calendar, Board agendas and minutes; Fiscal reports; Student Accountability Report Card; and LCAP meeting and updates.

Areas Noted for Further Growth and/or Improvement

O4- School Climate and Student Discipline - 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

- The schoolwide Dashboard Suspension Rate Indicator color is Red, as compared to the state's color of Green. The school's 2024 percentage of students suspended at least one day (9.6%) is higher than the state average (3.2%).
- The school's 2023-2024 end-of-year data analysis of the suspensions revealed that TEACH Tech Charter High has a 12.32% overall suspension rate, which includes 0 in-school suspensions and 50 out-of-school suspensions.

School leadership submitted the following goals and action plan to improve school climate and student discipline:

Goals

- Reduce the overall suspension rate to below 5% by the end of the 2025–2026 academic year.
- Decrease disproportionality suspension rates for student subgroups to below 15%.
- Eliminate suspensions for non-mandatory offenses through tiered support and interventions.
- Implement restorative justice practices school-wide to build positive relationships and address harm without exclusion.

Action Plan

- Expand and Strengthen Restorative Practices by strengthening Professional Development to all staff; implementing weekly Restorative Circles to build relationships and resolve low-level conflicts proactively; and implementing a Restorative Response Team to coordinate and facilitate harm/conflict for Tier 2 and 3 behavioral incidents.
- Establish a Tiered Intervention System- Tier 1 (Universal Supports); Tier 2 (Targeted Supports); and Tier 3 (Individualized Supports)
- Strengthen the implementation of Alternatives to Suspension practices
- Improve Data Monitoring and Equity Analysis to identify any disproportionalities
- Increase Family and Community Engagement by hosting quarterly training on Restorative and school discipline procedures.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

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Notes:

- A Notice of Concern was issued on 4/3/2025 to inform TEACH Tech Charter High of the end-of-year 2023-2024 student suspension outcomes (through June 30, 2024), inclusive of in-school and out-of-school suspensions. TEACH Tech Charter High's recent 2023-2024 end-of-year data analysis of the suspensions issued revealed that TEACH Tech Charter High has a 12.32% overall suspension rate, which includes 0 in-school suspensions and 50 out-of-school suspensions. A plan outlining the school's action plan for addressing these concerns was received on 4/21/2025.
- A review and discussion of the school's 2024–2025 Certification of Clearances, Credentialing, and Mandated Training document, along with the current staff roster, indicate the following: three (3) new certificated staff members have been hired, thirteen (13) certificated staff have returned from the previous year, and seven (3) classrooms currently supported by substitute teachers.
    - According to the school leadership at TEACH Public Schools, recruiting, retaining, and supporting highly qualified and credentialed teachers remains one of our top strategic priorities. Excellent teaching is the foundation of student achievement, and we are deeply committed to ensuring every student has access to an educator who is both credentialed and supported in delivering high-quality, culturally responsive instruction. To address staffing needs, the organization reported the following:
        - Short-Term Plans (2025–2026):
            - Targeted recruitment campaigns are underway, focused on credentialed candidates across high-need areas including Multiple Subject (grades TK–5), Single Subject Mathematics and Science (grades 6–12), and Special Education (mild/moderate and moderate/severe).
            - Expanding partnerships with local universities and credentialing programs, including CSU campuses and LACOE, to build a pipeline of mission-aligned educators.
            - Implementation of competitive hiring incentives and early contracts to secure talent ahead of the peak hiring season.
            - Expansion of the teacher induction program in partnership with a CTC-approved provider to support new and intern teachers.
        - Long-Term Plans:
            - Development of an internal "Grow Your Own" pathway, including para-to-teacher and student-teacher residencies, with financial support for credentialing.
            - Investment in instructional coaching, professional learning communities, and leadership pathways to promote retention through growth.
            - Continued focus on school culture and wellness, including feedback loops, mental health supports, and staff appreciation initiatives

Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):

☒ Not Applicable

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RATING NOTES:

- ***A charter school cannot receive a rating in this category greater than one (1) for any of the following reasons: 1) Failed to complete criminal background clearances for <u>any new staff and/or sole proprietor</u> (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 two (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 (including required authorization(s) e.g., English Learner authorization) and assigned per legal requirements and the school's operative charter at any time during the academic year.***
- ***A charter school may receive an overall rating of two (2) for the following reason: 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 three (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

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**)

Performance Rubric	Sources of Evidence

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☐ 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 ☒ 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 ☐ 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 ☐ 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	☒ Key Features of the Educational Program ☒ Standards-Based Instructional Program ☒ Master Schedule/Course Schedule ☒ Student Achievement Data Analysis ☒ Professional Development documentation ☒ Classroom/site Observation ☒ Discussion with school leadership ☒ Other: (Specify) High School: ☒ System for monitoring student progress toward and completion of graduation and A-G Requirements ☒ WASC Accreditation Notification Letter ☒ UC Doorways course approval ☒ Graduation Requirement/Policy ☒ Math Placement Assessment Policy (9th grade only) ☒ Advanced Placement Exam: Participation Rate and Passage Rate ☒ College acceptance and enrollment rates

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O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS

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)

Performance Rubric	Sources of Evidence
☐ 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 ☒ 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 ☐ 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 ☐ 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	☒ Implementation of differentiated instructional strategies ☒ Intervention/Enrichment Program during the instructional day ☒ Student Group data analysis ☒ Professional Development documentation ☒ Classroom/site Observation ☒ Discussion with school leadership ☒ Other: (Specify) English Learners ☒ Master Plan for English Learners ☒ Designated English Language Development (ELD) schedule ☒ Documentation of implementation of the school's Master Plan for English Learners ☒ Implementation of a data analysis system

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O3: SPECIAL EDUCATION

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

Performance Rubric	Sources of Evidence
☐ 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 ☒ The school has a system in place for 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 ☐ 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 ☐ 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 ☐ Not Applicable - Charter school participates in LAUSD's Option 1 SELPA ☐ Charter school does not participate in LAUSD's SELPA	☒ Welligent IEP Timeline and Service Tracking Reports ☒ District Validation Review (DVR) ☒ Annual Self-Review Checklist ☒ Professional Development documentation ☒ Discussion with school leadership

O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE

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

Performance Rubric	Sources of Evidence
☐ 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 ☐ 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 ☒ 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 ☐ 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.	☒ Positive school climate system and Restorative Justice documentation ☒ Documentation of systems to prevent acts of bullying ☒ Documentation of systems to promote regular attendance ☒ Professional Development documentation ☒ LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, and disproportionality ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ 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

Performance Rubric	Sources of Evidence
☐ 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 ☒ 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 ☐ The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns ☐ The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	☒ Yearlong Calendar of stakeholder engagement events/meetings. ☒ Stakeholder Engagement ☒ Stakeholder Consultation ☒ School Site Council (SSC) documentation ☒ Parent Advisory Committee (PAC) documentation ☒ English Learners Advisory Committee (ELAC) documentation ☒ Foster Youth/Students Experiencing Homelessness Designee ☒ School website ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

O6: CLEARANCES AND CREDENTIALING COMPLIANCE

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
- 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

Performance Rubric	Sources of Evidence
☐ 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 ☒ 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 ☐ 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 ☐ 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 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.	☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024* form ("ESSA Grid") ☒ Staff roster ☒ School master schedule ☒ Custodian(s) of Records documentation ☒ Criminal Background Clearance Certifications ☒ Teaching credential/authorization documentation ☒ Vendor clearances and credentialing certifications ☒ Volunteer (TB) risk assessment/clearance certification ☒ Discussion with school leadership ☐ Other: (Specify)

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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 an overall rating in this category greater than one (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,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)	☒	☐
A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site	☒	☐

A charter school may receive an overall rating in this category of two (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 one (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 § 32282)	☒	☐
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	☒	☐
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)	☒	☐
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	☒	☐
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	☒	☐
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	☒	☐
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 35179.6.	☒	☐
	☐ Not applicable	

Notes:
None.

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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: ☒ LCAP, per Ed. Code § 47606.5(h) ☒ Current Board agenda in compliance with Brown Act, per Gov. Code, § 54954.2 (a)(1) and (d). ☒ Policy on Pupil Suicide Prevention per Ed. Code § 234.6 ☒ Title IX information, including a link to CDE's Title IX website per Ed. Code § 234.6 ☒ 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	☒	☐
Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 47605(c)(5)(C)	☒	☐
Access to approved charter	☒	☐
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	☒	☐
	☐ Not applicable	
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	☒	☐
Notification of access to available mental health services (grades K-12), per Ed. Code § 49428.	☒	☐
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	☒	☐
	☐ Not applicable	
Notes: None.		

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7608	2020-2021					2021-2022					2022-2023				
TEACH Tech Charter High	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	0	708,022	1,205,770	1,969,433	1,969,433		3,550,172	3,808,541	5,394,486	5,394,487		5,582,407	6,985,350	7,848,137	7,889,627
Accounts Receivable	0	2,253,068	2,204,505	2,085,083	2,227,050		208,037	1,432,278	1,652,453	2,043,663		2,031,099	1,902,796	734,167	1,562,622
Other Current Assets	0	242,207	233,526	261,794	63,320		2,112,749	265,070	239,084	38,536		220,200	240,252	906,976	211,782
Total Current Assets	0	**3,203,297**	**3,643,801**	**4,316,310**	**4,259,803**		**5,870,958**	**5,505,889**	**7,286,023**	**7,476,686**		**7,833,706**	**9,128,397**	**9,489,280**	**9,664,031**
Fixed and Other Assets	0	78,711	86,916	152,293	208,799		132,317	124,626	242,658	299,649		149,233	200,039	202,516	15,827,814
Total Assets	0	**3,282,008**	**3,730,717**	**4,468,603**	**4,468,602**		**6,003,275**	**5,630,515**	**7,528,681**	**7,776,335**		**7,982,939**	**9,328,437**	**9,691,796**	**25,491,845**
Deferred Outflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities	0	170,460	103,866	450,313	441,511		427,784	163,225	733,129	821,734		359,461	1,285,406	1,568,991	1,852,384
Other Long Term Liabilities	0	0	(16,057)	0	0		0	0	0	0		0	0	0	15,316,483
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities	**0**	**170,460**	**87,809**	**450,313**	**441,511**		**427,784**	**163,225**	**733,129**	**821,734**		**359,461**	**1,285,406**	**1,568,991**	**17,168,867**
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Net Assets	0	**3,111,548**	**3,642,908**	**4,018,290**	**4,027,091**		**5,575,491**	**5,467,290**	**6,795,552**	**6,954,601**		**7,623,478**	**8,043,031**	**8,122,806**	**8,322,978**
Total Revenues	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	8,304,783	8,661,352	8,572,263	8,069,922	8,144,047
Total Expenditures	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	7,684,610	7,833,427	7,324,785	6,901,717	6,775,670
Net Income / (Loss)	**643,501**	**1,396,330**	**1,929,909**	**2,305,291**	**1,891,167**	**820,243**	**1,548,399**	**1,440,198**	**2,768,461**	**2,927,510**	**620,173**	**827,926**	**1,247,479**	**1,168,205**	**1,368,377**
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	422,925	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
Inc / (Dec) in Net Assets	**643,501**	**1,396,330**	**1,929,909**	**2,305,291**	**2,314,092**	**820,243**	**1,548,399**	**1,440,198**	**2,768,461**	**2,927,510**	**620,173**	**827,926**	**1,247,479**	**1,168,205**	**1,368,377**
Net Assets, Beginning	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	5,467,290	6,795,552	6,795,552	6,795,552	6,954,601
Adj. for restatement / Prior Yr Adj	355,275	0	(2,219)	(2,219)	0	165,872	8,802	8,802	8,801	0	0	0	0	159,049	0
Net Assets, Beginning, Adjusted	**1,747,800**	**1,715,218**	**1,712,999**	**1,712,999**	**1,712,999**	**3,808,780**	**4,027,092**	**4,027,092**	**4,027,091**	**4,027,091**	**5,467,290**	**6,795,552**	**6,795,552**	**6,954,601**	**6,954,601**
Net Assets, End	**2,391,301**	**3,111,548**	**3,642,908**	**4,018,290**	**4,027,091**	**4,629,023**	**5,575,491**	**5,467,290**	**6,795,552**	**6,954,601**	**6,087,463**	**7,623,478**	**8,043,031**	**8,122,806**	**8,322,978**
Unrestricted Net Assets		3,111,548	3,642,908	3,865,997	4,027,091		5,575,491	5,467,290	6,436,914	6,954,601		7,264,840	7,684,393	8,122,806	8,322,978
Restricted Net Assets		0	0	152,293	0		0	0	358,638	0		358,638	358,638	0	0

7608	Audited Financials					2023-2024					2024-2025				
TEACH Tech Charter High	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	1,969,433	5,394,487	7,889,627	8,267,444	0		9,085,948	7,704,854	8,265,325	8,267,444		9,229,206	5,932,601	0	0
Accounts Receivable	2,227,050	2,043,663	1,562,622	1,854,726	0		771,061	2,276,767	1,653,748	1,854,726		961,508	1,755,834	0	0
Other Current Assets	63,320	38,536	211,782	247,720	0		193,995	202,126	247,269	247,720		174,275	209,886	0	0
Total Current Assets	**4,259,803**	**7,476,686**	**9,664,031**	10,369,890	0		**10,051,003**	**10,183,747**	**10,166,342**	**10,369,890**		**10,364,989**	**7,898,321**	**0**	**0**
Fixed and Other Assets	208,799	299,649	15,827,814	15,688,876	0		175,112	15,911,540	15,679,716	15,688,876		15,661,109	15,654,930	0	0
Total Assets	**4,468,602**	**7,776,335**	**25,491,845**	**26,058,766**	**0**		**10,226,115**	**26,095,287**	**25,846,059**	**26,058,766**		**26,026,098**	**23,553,251**	**0**	**0**
Deferred Outflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities	441,511	821,734	1,852,384	2,649,604	0		1,624,935	1,876,657	2,166,326	2,649,604		2,800,319	907,508	0	0
Other Long Term Liabilities	0	0	15,316,483	15,050,738	0		0	15,570,773	15,316,483	15,050,738		15,050,738	15,050,738	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities	**441,511**	**821,734**	**17,168,867**	**17,700,342**	**0**		**1,624,935**	**17,447,430**	**17,482,809**	**17,700,342**		**17,851,057**	**15,958,246**	**0**	**0**
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Net Assets	**4,027,091**	**6,954,601**	**8,322,978**	**8,358,424**	**0**		**8,601,180**	**8,647,857**	**8,363,249**	**8,358,424**		**8,175,041**	**7,595,006**	**0**	**0**
Total Revenues	6,848,407	9,307,088	8,144,047	9,136,672	0	9,533,667	9,027,342	9,056,925	9,200,625	9,136,672	9,066,346	8,048,277	8,118,357	0	0
Total Expenditures	4,957,240	6,379,578	6,775,670	9,101,226	0	9,015,049	8,750,248	8,732,046	9,160,353	9,101,226	8,959,351	8,275,202	8,881,776	0	0
Net Income / (Loss)	**1,891,167**	**2,927,510**	**1,368,377**	**35,446**	**0**	**518,618**	**277,094**	**324,879**	**40,271**	**35,446**	**106,995**	**(226,925)**	**(763,418)**	**0**	**0**
Operating Transfers In (Out) and Sources / Uses	422,925	0	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
Inc / (Dec) in Net Assets	**2,314,092**	**2,927,510**	**1,368,377**	**35,446**	**0**	**518,618**	**277,094**	**324,879**	**40,271**	**35,446**	106,995	**(226,925)**	**(763,418)**	**0**	**0**
Net Assets, Beginning	1,712,999	4,027,091	6,954,601	8,322,978	0	8,043,031	8,122,806	8,122,806	8,122,806	8,322,978	8,647,857	8,363,249	8,363,249	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	43,613	201,280	200,172	200,172	0	0	38,717	(4,825)	0	0
Net Assets, Beginning, Adjusted	1,712,999	4,027,091	6,954,601	8,322,978	0	8,086,644	8,324,086	8,322,978	8,322,978	8,322,978	8,647,857	8,401,966	8,358,424	0	0
Net Assets, End	**4,027,091**	**6,954,601**	**8,322,978**	**8,358,424**	**0**	**8,605,262**	**8,601,180**	**8,647,857**	**8,363,249**	**8,358,424**	**8,754,852**	**8,175,041**	**7,595,006**	**0**	**0**
Unrestricted Net Assets	4,027,091	6,954,601	8,322,978	8,358,424	0		8,601,180	8,647,857	8,363,249	8,358,424		8,175,041	7,595,006	0	0
Restricted Net Assets	0	0	0	0	0		0	0	0	0		0	0	0	0

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Tech Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/21/2025**

FISCAL OPERATIONS	RATING
Summary of School Performance	4, Accomplished

Other circumstances and information could influence the rating and are noted in this evaluation.

Financial Highlights

The charter school's fiscal condition is positive.

FINANCIAL HIGHLIGHTS					
TEACH Tech Charter High	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	$4,027,091	$6,954,601	$8,322,978	$8,358,424	$7,595,006
Net Income / (Loss)	$1,891,167	$2,927,510	$1,368,377	$35,446	($763,418)[2]
Transfers In / Out	$422,925[1]	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Cash and Cash Equivalents	$1,969,433	$5,394,487	$7,889,627	$8,267,444	$5,932,601
Unrestricted Net Assets	$4,027,091	$6,954,601	$8,322,978	$8,358,424	$7,595,006
Norm Enrollment Reported by the School	430	474	430	408	362
FINANCIAL RATIO ANALYSIS					
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets /Total Expenditures) *3% - 5% and greater is recommended (depending on the school's ADA)*	81.24%	109.01%	122.84%	91.84%	85.51%

Cash Reserve Level (Cash Balance/Total Expenditures) *5% and greater is recommended*	39.73%	84.56%	116.44%	90.84%	66.80%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) *At least 1.2 or 120% is recommended*	964.82%	909.87%	521.71%	391.38%	870.33%
Debt Ratio (Total Liabilities/Total Assets) *Lower than 1.0 or 100% is recommended*	9.88%	10.57%	67.35%	67.92%	67.75%

[1]The inbound transfer of $422,925 in Fiscal Year ("FY") 2020-2021 was primarily due to the reallocation of the Paycheck Protection Program ("PPP") loan forgiveness originally attributed to TEACH Tech Charter High. Initially, the entire PPP loan forgiveness amount of $1,030,000 was allocated to TEACH Academy of Technology. It was subsequently reallocated to each of the three TEACH schools and the TEACH Home Office based on their respective shares.

[2]The projected net loss for FY 2024-2025 is primarily due to lower Average Daily Attendance ("ADA"), and higher-than-expected costs for books and supplies, expanded special education services, and increased transportation expenses - all aligned with student needs.

Charter Operator Fiscal Information

The financial condition of the charter operator is summarized in the table below.

TEACH Public Schools, Inc.					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# 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	$15,588,988	$422,546	($2,934,649)[3]	($269,027)[4]

[3] The FY 2023-2024 independent audit includes an adjustment to TEACH Public Schools, Inc.'s segment of the consolidated balance sheet to reflect its investments in Cunningham and Morris, LLC, and Wooten Avila, LLC. As the sole member of both subsidiaries, TEACH Public Schools, Inc. incorporated their financial positions into TEACH Public Schools, Inc.'s financial statements. According to the FY 2023-2024 audit, "Deficit

Investment in Subsidiary" of $3,548,254—$1,323,061 for Cunningham and Morris, LLC and $2,225,193 for Wooten Avila, LLC—was recorded as a liability on TEACH Public Schools, Inc.'s balance sheet, contributing to its negative net assets of ($2,934,649). When excluding the deficit investment in the two subsidiaries, TEACH Public Schools, Inc. would have reported a positive net asset balance of $613,605 as of June 30, 2024.

[4]TEACH Public Schools, Inc.'s net loss reported for FY 2023-2024, consists of an operational surplus of $370,737 and a combined net loss of ($639,764) from its subsidiaries—($263,549) for Cunningham and Morris, LLC, and ($376,215) for Wooten Avila, LLC. Further, based on the CSD's review of the annual independent audit reports, the net losses and negative fund balances reported by the two LLCs were primarily due to non-cash depreciation expenses. Excluding accumulated depreciation expenses, Cunningham and Morris, LLC and Wooten Avila, LLC would have reported positive net assets of over $1.0 million and over $900K, respectively, as of June 30, 2024. The CSD will continue to monitor TEACH Public Schools, Inc.'s financial condition through oversight.

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 information technology support. These management fees are calculated based on the total revenues of each school that TEACH Public Schools, Inc. operates.

Norm Enrollment Data and Trends

The school's Norm Enrollment history by grade level is summarized below.

TEACH Tech Charter High's Norm Day Enrollment History					
Grade Level	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
9	138	156	124	106	104
10	120	122	121	102	80
11	92	109	96	108	82
12	80	87	89	92	96
Total Enrollment	**430**	**474**	**430**	**408**	**362**
Increase/(Decrease) in Enrollment from Prior Year	**N/A**	**44**	**(44)**	**(22)**	**(46)**
Enrollment Growth/(Decrease) (%)	**N/A**	**10.2%**	**(9.3%)**	**(5.1%)**	**(11.3%)**

Accumulated Increase/Decrease in Student Enrollment Since 2020-2021	
Accumulated decrease in student enrollment count	**(68)**
Accumulated decrease in student enrollment percentage	**(15.8%)**
Current Board-approved enrollment capacity in the school's operative charter as compared to its reported 2024-2025 Norm Enrollment	
Per the approved enrollment capacity in the school's operative charter	**440**
2024-2025 Norm Enrollment	**362**
Below approved enrollment capacity count	**(78)**
Below approved enrollment capacity percentage	**(17.7%)**

Please see **Item #1** in the **Other Observations** section below for additional information.

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 were 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, as well as a sample of checks/disbursements, across these TEACH Public Schools, Inc. charter schools, to assess the organization's overall compliance with TEACH Public Schools, Inc.'s *Fiscal Policies and Procedures*, applicable legal, District, and charter requirements, and the effectiveness of the charter operator's internal controls and systems in place (aligned with best business practices). Any areas noted for other observations relating to TEACH Public Schools, Inc.'s and its charter schools' overall compliance and fiscal operations—including fiscal mismanagement, regulatory non-compliance, fiscal governance or internal control issues, or fiscally operational deficiencies, etc. that *directly and systemically* impact the charter schools operated under the charter operator—are documented within each charter school's Annual Performance-Based Oversight Visit Report. These issues may or may not have been observed for the specific TEACH Public Schools, Inc. school named above, based on the CSD's sampling review. Lastly,

school-specific exceptions, such as the fiscal condition, unique oversight observations, or audit findings, are reviewed and documented separately for each TEACH Public Schools, Inc. charter school.

1. **Type of Observation: Declining Student Enrollment**
   - **Source(s) of Document Reviewed:** Norm Day Enrollment Data and Trends (Please see the relevant section above.)
   - **Description of Observation:** Pursuant to the District's oversight obligations, the CSD reviews charter schools' financial condition and Norm Enrollment trends given that they are considered key indicators of a charter school's future revenue stream and financial viability. The school's reported Norm Enrollment was 430, 474, 430, 408, and 362 students for Fiscal Years 2020-2021 through 2024-2025, respectively, representing an accumulated decrease in enrollment of 68 students (or 15.8%) since Fiscal Year 2020-2021. The school's reported Norm Enrollment for Fiscal Year 2024-2025 is 362 students, which is 78 students (or approximately 17.7%) below its approved enrollment capacity (i.e., 440 students) per the school's operative charter. As noted above, the school has maintained a balanced budget for Fiscal Year 2023-2024. Although the school projects a net loss of ($763,418) for 2024-2025 Second Interim, which the school attributes to a decline in student enrollment and increased expenditures to support student needs, the school projects a positive net asset balance and is projected to meet the financial ratios above the CSD's recommended levels. Please see the Financial Highlights section above.
   - **Charter School's or Charter Operator's Response:** In response to the CSD's observations regarding the school's declining Norm Enrollment per the historical Norm Enrollment data, the school stated that the gradual decline in student enrollment over recent years, which is consistent with regional and post-pandemic trends affecting many schools, is due to several factors such as shifts in the local student population, increased competition among educational institutions, and greater student mobility. These challenges have impacted the school's ability to attract and retain students. However, the school remains committed to delivering a high-quality education and continues to actively support and engage students and their families. The school continues to closely monitor enrollment data to ensure responsive and effective educational planning. To address enrollment challenges and stabilize enrollment, the school has developed and implemented a comprehensive strategy focused on student recruitment, retention, and community engagement. Key initiatives include expanding feeder school partnerships, launching targeted digital and social media campaigns, strengthening community outreach efforts, establishing a dual enrollment partnership with Southwest College, enhancing student support services, increasing access to extracurricular and leadership opportunities, promoting parent and family engagement, and exploring transportation solutions to improve student access and attendance.
   - **CSD's Comments:** The CSD will continue to monitor the school's student enrollment and its financial condition through oversight**.**

The Charter Schools Division will review the issue referenced above during the next oversight visit. The results may be factored into the school's rating for next year.

Corrective Action Required:
None noted that immediate action is required to remedy concerns in this report.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

N/A

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Tech Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/21/2025**

Notes:

I.	***Review of Fiscal Documentation***	***Comments***
1.	FY 2023-2024 Independent Audit Report	
	a. Audit opinion:	Unmodified/Unqualified
	b. Material weaknesses:	None Reported
	c. Deficiencies/Findings:	None Reported
	d. Lack of a Going Concern:	None Reported
	Description (if applicable):	Not applicable
2.	(Only for **new schools** without an audit report on file) The charter school is in its first/second year of operation and there is no independent audit report on file with the CSD.	Not applicable
3.	The 2023-2024 audited and unaudited actuals:	Do not mirror each other
	The explanations provided by the charter school for the variances were reasonable:	Yes
	The 2023-2024 independent audit report is not available as of the date of this report.	Not applicable
4.	Segregation of Duties (SOD) review(s) was/were conducted in-person/virtually at:	TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School
		No discrepancies were noted.
5.	Proposition 39 information.	Not applicable

II.	***Review of 2024-2025 Fiscal Preparation Guide***	***Provided***	***Comments***
1.	Most Current Fiscal Reports Reported to the Board	Yes	
2.	Board Meeting Minutes – Discussion of Fiscal Reports Presented to Board & Board Packet	Yes	
3.	Audit or Fiscal Reports – CalSTRS, CalPERS, USDE, CDE, FCMAT, IRS, SBA, OPEB, etc.	N/A	
4.	Board Meeting Minutes – Approval of 2024-2025 Budget	Yes	
5.	Evidence of Compliance – STRS, PERS, Social Security, Other Benefits	Yes	Benefits offered by the school: STRS, Social Security, 403B, and 457B

6.	Board Meeting Minutes – Selection of Independent Auditor	Yes	
7.	Board Meeting Minutes – Discussion of Independent Audit Report	Yes	
8.	Board Meeting Minutes – Discussion of the Most Recent Interim Financial Reports Submitted to LAUSD	Yes	
9.	Board Meeting Minutes – Discussion of Staff or Vendors Complaints	N/A	
10.	Board Meeting Minutes – Discussion of 2023-2024 Annual Performance-Based Oversight Visit Report	Yes	
11.	Current Fiscal Policies and Procedures	Yes	
12.	Board Meeting Minutes – Approval of Fiscal Policies and Procedures	Yes	
13.	Organizational Chart(s)	Yes	
14.	Summary of Total Compensation Paid in FY 2023-2024	Yes	
15.	Related Parties	Yes	
16.	MOUs for CMO Management Fees	Yes	
17.	Board Meeting Minutes – Approval of Management Fees, License Fees, or Any Other Fees	Yes	
18.	Most Current Accounts Payable Aging Report	Yes	No discrepancies were noted.
19.	Check Registers (12 months)	Yes	Period spanning from January 2024 to December 2024 Reviewed 25 checks for sample testing No discrepancies were noted.
20.	Credit Card Statements and Reconciliations (6 months)	N/A	The charter school has declared that it has no credit card(s) at this time.
21.	Monthly Bank Statements and Reconciliations (6 months)	Yes	Period spanning from July 2024 to December 2024 Reviewed five (5) electronic credit/debit transactions for sample testing No discrepancies were noted.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Tech Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/21/2025**

22.	Student Body Financial Records (6 months)	N/A	
23.	Capitalized and Non-Capitalized Inventory Listing	Yes	
24a.	Posting of EPA on School's Website	Yes	
24b.	Posting of Audited Financials on School's Website	Yes	
25.	Financing Activities, Loans, Factoring Receivables, Intercompany Transfers/Loans, etc.	N/A	
26.	Current Facility Lease Agreements and Board Meeting Minutes – Approval of Lease	N/A	Documentation was previously provided in FY 2023-2024.
27.	Facilities Plans – Purchase, Lease, Relocation, Expansion, Major Improvements	N/A	
28.	Employee Retention Credit	Yes	
	TEACH Public Schools, Inc. submitted documentation, including governing board meeting minutes and various forms related to the Employee Retention Credit (ERC) application. The organization reported receiving $769,107 in ERC funds. The organization stated that two additional filings are in process under review by the IRS, totaling $1,116,674.		
29.	Disclosure of Legal Issues	N/A	

Notes: N/A (Provided Column) = indicated by the charter school as not applicable
ANI = Areas Noted for Further Growth and/or Improvement
OO = Other Observations

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **TEACH Tech Charter High**

DATE OF VISIT: **2/21/2025**

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 4, 3, 2, or 1.*
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 LAUSD. New schools are evaluated based on current year information. New schools may receive a rating of 2 or 1.*

Existing School 4 (Accomplished)	***To receive a rating of 4 (Accomplished), an existing school, at a minimum, meets all of the Required and Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is positive;
3. The two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings;
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 & Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), Internal Revenue Service (IRS), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings;
5. Vendors and staff are consistently paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. Charter school consistently adheres to the governing board-approved fiscal policies and procedures;
8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements 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 two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the two most current annual independent audit reports;
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 two most current annual independent audit reports;
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 audit reports;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report 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
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).

Existing School 3 (Proficient)	***To receive a rating of 3 (Proficient), an existing school, at a minimum, meets all of the Required and at least five (5) of the Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is positive;
3. The most current annual independent audit report shows no material weaknesses, deficiencies and/or findings;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, IRS, 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;
5. Vendors and staff are generally paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. Charter school generally adheres to the governing board-approved fiscal policies and procedures;

8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements 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 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 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 report;
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 report;
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 report;
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 report;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report 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
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).

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Tech Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/21/2025**

Existing School 2 (Developing)	***An existing school would receive a rating of 2 (Developing) if the charter school is not eligible for the rating of Accomplished or Proficient, but at a minimum, meets all of the Required and at least four (4) of the Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report; 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 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;
2. The cash balance at the beginning of the school year is positive; and
3. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal 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 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;
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;
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;
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;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report 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
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).

Existing School 1 (Unsatisfactory)	***An existing school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.***

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:
A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing* above. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* 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.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

New School 2 (Developing)	***A new school would receive a rating of 2 (Developing) if the charter school, at a minimum, meets all of the Required Criteria listed below.***

REQUIRED CRITERIA

1. Interim reports and/or unaudited actuals project positive net assets;
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;
3. If enrollment is significantly below the enrollment per the school's *Pupil Estimates for New or Significantly Expanding Charters* 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;
4. Governing board adopts the annual budget;
5. Governing board reviews and discusses the charter school's financial reports as evidenced by the governing board meeting minutes;
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; and
7. The LCAP is submitted to the appropriate agencies.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

New School 1 (Unsatisfactory)	***A new school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.***

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:
A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* 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.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

Coversheet

Update on Renewal Process for TEACH Preparatory Elementary School

Section: III. Items for Potential Action
Item: I. Update on Renewal Process for TEACH Preparatory Elementary School
Purpose: FYI
Submitted by:
Related Material:
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School 2025-2026 Renewal Letter.pdf

LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division

333 S. Beaudry Ave., 20th Floor
Los Angeles, CA 90017

Office: (213) 241-0399 • Fax: (213) 241-2054

ALBERTO M. CARVALHO
Superintendent

CAROLYN SPAHT GONZALEZ
Chief of Staff

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy

MARLA WILLMOTT
Charter Schools Division Director (Interim)

May 14, 2025

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School
8505 S. Western Ave.
Los Angeles, CA 90047

Attention: Sharon Rhee, Principal, Matt Brown, ED, and Cecilia Sandoval, Governing Board President

SUBJECT: CHARTER SCHOOL RENEWAL FOR TEACH PREPARATORY MILDRED S. CUNNINGHAM & EDITH H. MORRIS ELEMENTARY SCHOOL

Dear School Leader(s) and Governing Board President:

The Los Angeles Unified School District (LAUSD) Charter Schools Division's (CSD) records indicate that TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School ("Charter School") charter is expected to be considered for renewal in the upcoming 2025-2026 academic school year.[1] As Charter School prepares for this very important milestone, the CSD encourages your organization and school leadership to review and understand the renewal criteria, timelines, and appeal processes outlined in the Charter Schools Act (Ed. Code, §§ 47600, *et seq*.),[2] the *LAUSD Policy and Procedures for Charter Schools,*[3] and applicable state guidance and requirements. The CSD looks forward to reviewing Charter School's renewal petition materials including the California Department of Education's (CDE) performance categories, the California School Dashboard ("Dashboard") data, and other relevant data and information that may be provided to LAUSD as part of your renewal submission.

According to the March 2025 CDE Performance Categories, Charter School was identified as Low Performing. Pursuant to Education Code section 47607.2, a chartering authority **shall not renew** a charter school identified as Low Performing. However, a Low Performing charter school may be renewed by the chartering authorizer only upon making both of the following written factual findings:

[1] 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."
[2] See: https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB1505
[3] See: https://www.lausd.org/site/handlers/filedownload.ashx?moduleinstanceid=87369&dataid=159176&FileName=LAUSD%20Policy%20and%20Procedures%20for%20Charter%20Schools%20Amended%2006-20-2023.pdf

1. The charter school is taking meaningful steps to address the underlying cause(s) of low performance, which are or will be reflected in a written plan adopted by the governing board of the charter school; and

2. There is clear and convincing evidence, demonstrated by verified data (shall be considered by the chartering authority until June 30, 2025, pursuant to current applicable law[4]), showing either:
    a. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school; OR
    b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

As a charter school identified as Low Performing, consistent with the applicable requirements and timeline referenced above, please submit item 1 along with the renewal application to the District for consideration. The chartering authorizer must consider the above factors (as applicable) as part of the renewal decision. (Ed. Code, §47607.2 (a)(4).)

Additionally, Education Code section 47607(e) states that the chartering authority may deny the renewal of a charter school upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend. Consistent with, and in furtherance of, Education Code section 47607(e), the *LAUSD Policy and Procedures for Charter Schools* outlines the factors that may be considered as part of the renewal analysis in determining whether the charter school has discriminatory enrollment and/or dismissal practices, and/or substantial fiscal or governance concerns. It states, in part:

> "Substantial fiscal factors may include, but are not limited to, issues related to the charter school's fiscal solvency, mismanagement of funds, cash flow concerns, or outstanding financial liabilities owed to the District and/or others (e.g., contractual obligations, judgments/settlements, unpaid bills or debts, fee-for-service arrangements, facilities-related costs, Prop. 39 over-allocated space reimbursements, etc.)."
>
> "Substantial governance factors may include, but are not limited to, issues related to the retention of faculty (such as school leadership and teachers) which rise to the level of disruption of delivery of educational programs; conflicts of interest; or, violations of the Brown Act or California Public Records Act."
>
> "… the LAUSD Board will also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).)" "Upon a finding that the charter school is not serving the pupils who wish to attend, LAUSD must identify evidence supporting this finding, including aggregate data reflecting pupil enrollment patterns at the charter school. (Ed. Code, § 47607(d).)"

[4] It is our understanding that there is pending legislation related to verified data; please continue to track any legislative updates related to renewal.

If applicable, prior to any nonrenewal determination pursuant to the above, LAUSD will provide the charter school with at least 30 days' notice of the alleged violation and reasonable opportunity to cure the violation. After providing notice of the alleged violation and reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school (Ed. Code, § 47607(e).), the LAUSD Board may deny a renewal petition only by making either of the following findings: 1) The corrective action proposed by the charter school has been unsuccessful, or 2) The violations are sufficiently severe or pervasive as to render a corrective action plan unviable. (*Id.*)

As Charter School approaches its charter renewal submission for the 2025-2026 school year, to the extent appropriate, please work with your school's leadership, Governing Board, and legal counsel regarding the submission of the renewal application materials and to understand the renewal criteria, timelines, and appeal processes as referenced above. Please note that the CSD provides this correspondence to support a transparent renewal process for Charter School. However, this correspondence should not be construed as an exhaustive listing of all applicable renewal requirements, Charter School's performance record or indication of whether or not Charter School will be recommended for renewal by the CSD, or eventually approved by the LAUSD Board of Education (with or without benchmarks). Rather, the information provided herein is intended to support, inform, and/or guide Charter School's decision-making as it enters its final year of its current charter term.

The CSD will holistically evaluate Charter School's performance through the lens of the renewal criteria set forth by applicable law including the Charter Schools Act (and applicable state guidance and requirements) over the term of the charter and through the CSD's processes and procedures for ongoing oversight. Charter School should also conduct its own assessment on an ongoing basis to monitor performance that allows for improvements over time. Thus, Charter School should understand the statutory requirements of Education Code sections 47605, 47607, and 47607.2, and its status regarding renewal eligibility prior to its submission to the CSD for renewal.

Please make every effort to resolve any outstanding issues (e.g., tiered intervention notices, outstanding financial liabilities owed to LAUSD and/or others, etc.) and address any current benchmarks in advance of submitting your renewal application to the CSD.

The CSD will conduct a renewal orientation training session for all independent charter schools renewing in the upcoming 2025-2026 academic school year and information has been sent to the school regarding this training.

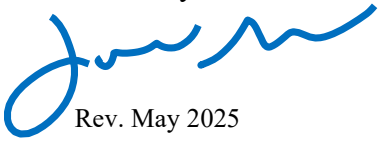
If you have questions or would like to discuss the items outlined above and/or the upcoming renewal process, please contact:

Specialist: Jose Salas, jose.salas@lausd.net, (213) 241-0345

Fiscal Oversight Manager: Joseph Daee, joseph.daee@lausd.net, (213) 241-8627

Thank you for your timely attention to this matter.

Sincerely,



José Salas
Specialist, CSD

cc: Marla Willmott, Interim Director, CSD
Lillian Lee, Fiscal Administrator, CSD
Christian Mendez, Senior Coordinator, CSD
Allan Villamor, Fiscal Oversight Administrator, CSD
Joseph Daee, Fiscal Oversight Manager, CSD

Coversheet

Consider and Approve the Following New School Year Contracts: FCOC Transportation, The Education Team / ChildCareers, Scoot Education, Cross-Country, Comp Therapy, Aptus Group, Teachers on Reserve, Chromebook Purchase, McGraw Curriculum

Section: III. Items for Potential Action
Item: J. Consider and Approve the Following New School Year Contracts: FCOC Transportation, The Education Team / ChildCareers, Scoot Education, Cross-Country, Comp Therapy, Aptus Group, Teachers on Reserve, Chromebook Purchase, McGraw Curriculum
Purpose: Vote
Submitted by:
Related Material:
Teach Acad of Technologies_Core Programs 1YR Renewal_06.12.25.xls - Google Sheets (1).pdf
FCOC bus trans0000.PDF
Scoot Edu0000.PDF
The Edu Team0000.PDF
Teacher in Reserve0000.PDF
Aptus Group0000 (1).PDF
TEACH Chromebook Order 1_June 2025.pdf
Comp Therapy.pdf

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QUOTE PREPARED FOR:

TEACH ACAD OF TECHNOLOGIES
10045 S WESTERN AVE
LOS ANGELES, CA 90047-4255
ACCOUNT NUMBER: 4800852

SUBSCRIPTION/DIGITAL CONTACT:

Suzette Torres
storres@teachps.org
(323) 376-6098

CONTACT:

Suzette Torres
storres@teachps.org
(323) 376-6098

SALES REP INFORMATION:

Gerren Bennett
gerren.bennett@mheducation.com

Section Summary	Value of All Materials	Free Materials	Product Subtotal
CA Wonders, Grade 5	$3,563.14	($467.04)	$3,096.10
CA Maravillas Grade 5	$375.54	($172.74)	$202.80
CA StudySync Grades 6-8, 1-Year Digital	$17,050.23	($53.73)	$16,996.50
Reveal Math ELA	$8,322.15	($279.15)	$8,043.00
Reveal Math Spanish	$595.80	$0.00	$595.80
CA Inspire Science ELA	$20,917.65	($412.65)	$20,505.00
CA Inspire Science, Spanish	$2,108.40	$0.00	$2,108.40
CA Impact	$15,616.21	($539.91)	$15,076.30
CA Impacto, Spanish	$636.40	$0.00	$636.40
PRODUCT TOTAL*	$69,185.52	($1,925.22)	$67,260.30
ESTIMATED S&H**			$400.81
ESTIMATED TAX**			$665.76
GRAND TOTAL*			$68,326.87

* Price firm for 90 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

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Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE: 06/12/2025 ACCOUNT NAME: TEACH ACAD OF TECHNOLOGIES EXPIRATION DATE:09/10/2025
QUOTE NUMBER: JMCCO-06112025012546-001 ACCOUNT #: 4800852 PAGE #: 1

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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
CA Wonders, Grade 5					
READING WONDERS CLOSE READING COMPANION GRADE 5	978-0-02-131025-8	70	$9.98	$0.00	$698.60
READING WONDERS YOUR TURN PRACTICE BOOK GRADE 5	978-0-07-677924-6	70	$11.11	$0.00	$777.70
WONDERS CA GRADE 5 RNWL STUDENT WORKSPACE 1 YEAR SUBSCRIPTION	978-1-26-503357-6	70	$23.14	$0.00	$1,619.80
READING WONDERS TEACHER WORKSPACE 1 YEAR SUBSCRIPTION GRADE 5	978-0-07-680205-0	1	$467.04	$467.04	*Free Materials
			CA Wonders, Grade 5 Subtotal:	**$467.04**	**$3,096.10**
CA Maravillas Grade 5					
LECTURA MARAVILLAS CLOSE READING COMPANION GRADE 5	978-0-02-133908-2	5	$11.33	$0.00	$56.65
LECTURA MARAVILLAS NATIONAL YOUR TURN PRACTICE GRADE 5	978-0-02-144386-4	5	$12.10	$0.00	$60.50
LECTURA MARAVILLAS STUDENT WORKSPACE 1 YEAR SUBSCRIPTION GRADE 5	978-0-02-138941-4	5	$17.13	$0.00	$85.65
LECTURA MARAVILLAS TEACHER WORKSPACE 1 YEAR SUBSCRIPTION GRADE 5	978-0-02-141624-0	1	$172.74	$172.74	*Free Materials
			CA Maravillas Grade 5 Subtotal:	**$172.74**	**$202.80**

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QUOTE NUMBER: JMCCO-06112025012546-001 ACCOUNT #: 4800852 PAGE #: 2

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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
CA StudySync Grades 6-8, 1-Year Digital					
STUDYSYNC CALIFORNIA ONLINE STUDENT WITH DESIGNATED ELD 1	978-0-02-138850-9	450	$37.77	$0.00	$16,996.50

YEAR SUBSCRIPTION	978-0-02-138850-9	450	$37.77	$0.00	$16,996.50
STUDYSYNC CALIFORNIA ONLINE TEACHER WITH DESIGNATED ELD 1 YEAR SUBSCRIPTION	978-0-02-137933-0	1	$53.73	$53.73	*Free Materials
	CA StudySync Grades 6-8, 1-Year Digital Subtotal:			**$53.73**	**$16,996.50**

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QUOTE NUMBER: JMCCO-06112025012546-001 ACCOUNT #: 4800852 PAGE #: 3

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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Reveal Math ELA					
REVEAL MATH STUDENT EDITION VOLUME 1 GRADE 5	978-0-07-665936-4	70	$14.37	$0.00	$1,005.90
REVEAL MATH STUDENT EDITION VOLUME 2 GRADE 5	978-0-07-683908-7	70	$14.37	$0.00	$1,005.90
REVEAL MATH GRADE 5 DIGITAL STUDENT CENTER WITH MH 1 YEAR	978-1-26-624149-9	70	$28.56	$0.00	$1,999.20
REVEAL MATH COURSE 1 STUDENT DIGITAL CENTER 1YR SUBSCRIPTION	978-1-26-628120-4	150	$26.88	$0.00	$4,032.00
REVEAL MATH TEACHER CENTER 1 YEAR SUBSCRIPTION GRADE 5	978-0-07-683923-0	1	$134.52	$134.52	*Free Materials
REVEAL MATH COURSE 1 TEACHER DIGITAL 1 YEAR SUBSCRIPTION	978-0-07-899763-1	1	$48.21	$48.21	*Free Materials
REVEAL MATH COURSE 2 TEACHER DIGITAL 1 YEAR SUBSCRIPTION	978-0-07-899764-8	1	$48.21	$48.21	*Free Materials
REVEAL MATH COURSE 3 TEACHER DIGITAL 1 YEAR SUBSCRIPTION	978-0-07-899767-9	1	$48.21	$48.21	*Free Materials
		Reveal Math ELA Subtotal:		**$279.15**	**$8,043.00**
Reveal Math Spanish					
REVEAL MATH SPANISH STUDENT EDITION VOLUME 1 GRADE 5	978-0-07-702214-3	5	$16.83	$0.00	$84.15
REVEAL MATH SPANISH STUDENT EDITION VOLUME 2 GRADE 5	978-0-07-702215-0	5	$16.83	$0.00	$84.15
REVEAL MATH STUDENT DIGITAL CENTER 1 YEAR SUBSCRIPTION GRADE 5	978-0-07-665930-2	5	$26.34	$0.00	$131.70
REVEAL MATH COURSE 1 SPANISH INTERACTIVE STUDENT EDITION VOLUME 1	978-0-07-685696-1	5	$16.14	$0.00	$80.70
REVEAL MATH COURSE 1 SPANISH INTERACTIVE STUDENT EDITION	978-0-07-685697-8	5	$16.14	$0.00	$80.70

VOLUME 2	978-0-07-685697-8	5	$16.14	$0.00	$80.70
REVEAL MATH COURSE 1 STUDENT DIGITAL CENTER 1YR SUBSCRIPTION	978-1-26-628120-4	5	$26.88	$0.00	$134.40
			Reveal Math Spanish Subtotal:	**$0.00**	**$595.80**

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QUOTE NUMBER: JMCCO-06112025012546-001 ACCOUNT #: 4800852 PAGE #: 4

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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
CA Inspire Science ELA					
INSPIRE SCIENCE CALIFORNIA STUDENT EDITION UNIT 1-4 PRINT BUNDLE GRADE 5	978-0-07-686914-5	70	$25.50	$0.00	$1,785.00
INSPIRE SCIENCE CALIFORNIA STUDENT CENTER 1 YEAR SUBSCRIPTION GRADE 5	978-0-07-685501-8	70	$36.00	$0.00	$2,520.00
INSPIRE SCIENCE CA GRADE 6 ONLINE ESTUDENT EDITION 1YR SUBSCRIPTION	978-0-07-682975-0	150	$36.00	$0.00	$5,400.00
INSPIRE SCIENCE CA GRADE 7 ONLINE ESTUDENT EDITION 1YR SUBSCRIPTION	978-0-07-682985-9	150	$36.00	$0.00	$5,400.00
INSPIRE SCIENCE CA GRADE 8 ONLINE ESTUDENT EDITION 1YR SUBSCRIPTION	978-0-07-682994-1	150	$36.00	$0.00	$5,400.00

INSPIRE SCIENCE CALIFORNIA TEACHER CENTER 1 YEAR SUBSCRIPTION GRADE 5	978-0-07-685491-2	1	$261.45	$261.45	*Free Materials
INSPIRE SCIENCE CA GRADE 6 ONLINE ETEACHER EDITION 1YR SUBSCRIPTION	978-0-07-682979-8	1	$50.40	$50.40	*Free Materials
INSPIRE SCIENCE CA GRADE 7 ONLINE ETEACHER EDITION 1YR SUBSCRIPTION	978-0-07-682989-7	1	$50.40	$50.40	*Free Materials
INSPIRE SCIENCE CA GRADE 8 ONLINE ETEACHER EDITION 1YR SUBSCRIPTION	978-0-07-682991-0	1	$50.40	$50.40	*Free Materials
		CA Inspire Science ELA Subtotal:		**$412.65**	**$20,505.00**
CA Inspire Science, Spanish					
INSPIRE SCIENCE CALIFORNIA SPANISH STUDENT EDITION UNIT 1-4 PRINT BUNDLE GRADE 5	978-0-07-686933-6	5	$30.63	$0.00	$153.15
INSPIRE SCIENCE CALIFORNIA SPANISH TEACHER CENTER 1 YEAR SUBSCRIPTION GRADE 5	978-0-07-689522-9	5	$261.45	$0.00	$1,307.25
INSPIRE SCIENCE CALIFORNIA SPANISH STUDENT CENTER 1 YEAR SUBSCRIPTION GRADE 6	978-0-07-693711-0	5	$43.20	$0.00	$216.00
CA INSPIRE SCIENCE G7 INTEGRATED SPANISH DIGITAL STUDENT CENTER 1YR SUBSC	978-0-07-694578-8	5	$43.20	$0.00	$216.00
CA INSPIRE SCIENCE G8 INTEGRATED SPANISH DIGITAL STUDENT CENTER 1YR SUBSCRIPTION	978-0-07-694761-4	5	$43.20	$0.00	$216.00
		CA Inspire Science, Spanish Subtotal:		**$0.00**	**$2,108.40**

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QUOTE NUMBER: JMCCO-06112025012546-001 ACCOUNT #: 4800852 PAGE #: 5

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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
CA Impact					
IMPACT CALIFORNIA US HISTORY INQUIRY JOURNAL GRADE 5	978-0-07-899365-7	70	$9.85	$0.00	$689.50
IMPACT CALIFORNIA US HISTORY STUDENT 1 YEAR SUBSCRIPTION GRADE 5	978-0-07-899302-2	70	$37.74	$0.00	$2,641.80
IMPACT CALIFORNIA G6 ONLINE STUDENT ED 1YR SUBSC WRLD HIST & GEOG ANCIENT TIMES	978-0-07-906351-9	150	$26.10	$0.00	$3,915.00
IMPACT CALIFORNIA G7 ONLINE SE 1 YR SUB WRLD HIST&GEOG MEDIEVAL ERLY MODRN TIMES	978-0-07-906353-3	150	$26.10	$0.00	$3,915.00
IMPACT CALIFORNIA G8 ONLINE STUDENT ED 1YR SUB US HIST & GEOG GROWTH & CONFLICT	978-0-07-906341-0	150	$26.10	$0.00	$3,915.00
IMPACT CALIFORNIA US HISTORY TEACHER 1 YEAR SUBSCRIPTION GRADE 5	978-0-07-899296-4	1	$240.39	$240.39	*Free Materials
IMPACT CALIFORNIA G6 ONLINE TEACHER ED 1YR SUBSC WRLD HIST & GEOG ANCIENT TIMES	978-0-07-906352-6	1	$99.84	$99.84	*Free Materials
IMPACT CALIFORNIA G7 ONLINE TE 1 YR SUB WRLD HIST&GEOG MEDIEVAL ERLY MODRN TIMES	978-0-07-906354-0	1	$99.84	$99.84	*Free Materials
IMPACT CALIFORNIA G8 ONLINE TEACHER ED 1YR SUB US HIST & GEOG GROWTH & CONFLICT	978-0-07-906342-7	1	$99.84	$99.84	*Free Materials
			CA Impact Subtotal:	**$539.91**	**$15,076.30**
CA Impacto, Spanish					
IMPACT CALIFORNIA SPANISH US HISTORY INQUIRY JOURNAL GRADE 5	978-0-07-899322-0	5	$10.43	$0.00	$52.15
IMPACT CALIFORNIA SPANISH US HISTORY STUDENT EDITION 1 YEAR SUBSCRIPTION GRADE 5	978-0-07-900277-8	5	$38.55	$0.00	$192.75
IMPACT CALIFORNIA G6 ONLINE STUDENT ED 1YR SUBSC WRLD HIST & GEOG ANCIENT TIMES	978-0-07-906351-9	5	$26.10	$0.00	$130.50
IMPACT CALIFORNIA G7 ONLINE SE 1 YR SUB WRLD HIST&GEOG MEDIEVAL ERLY MODRN TIMES	978-0-07-906353-3	5	$26.10	$0.00	$130.50
IMPACT CALIFORNIA G8 ONLINE STUDENT ED 1YR SUB US HIST & GEOG GROWTH & CONFLICT	978-0-07-906341-0	5	$26.10	$0.00	$130.50
			CA Impacto, Spanish Subtotal:	**$0.00**	**$636.40**

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE: 06/12/2025 ACCOUNT NAME: TEACH ACAD OF TECHNOLOGIES EXPIRATION DATE:09/10/2025
QUOTE NUMBER: JMCCO-06112025012546-001 ACCOUNT #: 4800852 PAGE #: 6

Because learning changes everything.®

QUOTE PREPARED FOR:

TEACH ACAD OF TECHNOLOGIES
10045 S WESTERN AVE
LOS ANGELES, CA 90047-4255
ACCOUNT NUMBER: 4800852

VALUE OF ALL MATERIALS	$69,185.52
FREE MATERIALS	($1,925.22)
PRODUCT TOTAL*	**$67,260.30**
ESTIMATED SHIPPING & HANDLING**	$400.81
ESTIMATED TAX**	$665.76
GRAND TOTAL	**$68,326.87**

CONTACT:

Suzette Torres
storres@teachps.org
(323) 376-6098

SUBSCRIPTION/DIGITAL CONTACT:

Suzette Torres
storres@teachps.org
(323) 376-6098

Comments:

* Price firm for 90 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

charges will be applied at time of order.

Terms of Service:
By placing an order for digital products (the 'Subscribed Materials'), the entity that this price quote has been prepared for ('Subscriber') agrees to be bound by the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. Subject to Subscriber's payment of the fees set out above, McGraw Hill LLC hereby grants to Subscriber a non-exclusive, non-transferable license to allow only the number of Authorized Users that corresponds to the quantity of Subscribed Materials set forth above to access and use the Subscribed Materials under the terms described in the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. The subscription term for the Subscribed Materials shall be as set forth in the Product Description above. If no subscription term is specified, the initial term shall be one (1) year from the date of this price quote (the 'Initial Subscription Term'), and thereafter the Subscriber shall renew for additional one (1) year terms (each a 'Subscription Renewal Term'), provided MHE has chosen to renew the subscription and has sent an invoice for such Subscription Renewal Term to Subscriber.

Terms Of Service

Provisions required by Subscriber State law

ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within in our system. Therefore, as of April 30, 2016 we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our websites by visiting www.mheducation.com (or www.mhecoast2coast.com).

School Purchase Order Number: _____

Name of School Official (Please Print)

Signature of School Official

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TRANSPORTATION SERVICES AGREEMENT

This Agreement for Transportation Services ("Agreement") is made and entered into effective as of August 12, 2025 (the "Effective Date"), by and between TEACH Public Schools, a California nonprofit public-benefit corporation located at 10600 S. Western Avenue, Los Angeles, CA 90047 ("TEACH" or "CONTRACTOR"), and FCOC Transportation LLC, a California limited-liability company located at 5701 S. Figueroa Street, Los Angeles, CA 90037 ("VENDOR").

For and in consideration of the mutual covenants and agreements contained herein, the parties agree as follows:

1. Scope of Services

VENDOR shall perform pupil-transportation services for TEACH as set forth in Exhibit A – Scope of Services, attached hereto and incorporated herein by reference. All services shall be performed in a professional, safe, and timely manner and in full compliance with applicable federal, state, and local laws, regulations, and industry standards.

2. Term

The term of this Agreement shall commence on August 12, 2025 and shall terminate on June 11, 2026, unless earlier terminated or extended by written agreement of the parties pursuant to Exhibit A, Section 7.

3. Compensation

VENDOR shall be compensated at the rates and on the invoicing schedule set forth in Exhibit A. Any additional services (e.g., field trips, athletics) shall be requested by TEACH via purchase order and paid at the mutually-agreed rate stated on such purchase order. No fuel-surcharge, escalation, or other add-on fee shall apply unless expressly approved in writing by TEACH.

4. Permits and Licenses

VENDOR, at its own expense, shall obtain and maintain all licenses, permits, and approvals required to provide the services described herein, including but not limited to CHP certification and DMV Pull-Notice enrollment.

5. Insurance

VENDOR shall, at its sole cost, procure and maintain for the duration of this Agreement insurance meeting the requirements in Exhibit A, Section 9. Such insurance shall (i) name

TEACH, its governing board, officers, employees, and agents as Additional Insureds, (ii) be primary and non-contributory with any insurance maintained by TEACH, and (iii) contain a waiver of subrogation in favor of TEACH.

6. Indemnification

VENDOR shall indemnify, defend, and hold harmless TEACH, its board members, officers, employees, and agents from and against any and all claims, demands, damages, losses, liabilities, costs, and expenses (including reasonable attorney fees) arising out of or resulting from (a) VENDOR's performance or non-performance under this Agreement; (b) the negligent or intentional acts or omissions of VENDOR, its employees, or subcontractors; or (c) any breach of VENDOR's obligations, warranties, or representations hereunder, except to the extent caused by the sole negligence or willful misconduct of TEACH.

7. Modification

No amendment or modification of this Agreement shall be valid unless in a written instrument signed by authorized representatives of both parties.

8. Independent Contractor

VENDOR is and shall remain an independent contractor. Nothing in this Agreement creates or shall be construed to create an employer-employee relationship, joint venture, or partnership between the parties.

9. Confidentiality and Student Data Privacy

VENDOR acknowledges that it may receive personally identifiable information ("PII") about TEACH students. VENDOR is deemed a "school official" with legitimate educational interest under FERPA and shall (i) use student PII solely for purposes of performing services for TEACH, (ii) protect such information with commercially reasonable safeguards, and (iii) return or securely destroy all PII upon termination of the Agreement.

10. Dispute Resolution; Attorney Fees

The parties shall first attempt in good faith to resolve any dispute arising under this Agreement by informal negotiation between executive-level representatives. If unresolved after ten (10) days, either party may demand non-binding mediation administered by JAMS in Los Angeles County. Litigation may be commenced only after completion of mediation. The prevailing party in any action or proceeding shall be entitled to recover its reasonable attorney fees and costs.

11. Governing Law and Venue

This Agreement shall be governed by, and construed in accordance with, the laws of the State of California without regard to its conflict-of-law principles. Any action arising out of

or relating to this Agreement shall be filed exclusively in the Superior Court of California, County of Los Angeles.

12. Entire Agreement

This Agreement, including Exhibit A and the attachments listed below, constitutes the entire agreement between the parties and supersedes all prior negotiations, representations, or agreements, whether written or oral.

13. Attachments

The following documents are attached and incorporated by reference:

- Exhibit A – Scope of Services
- Attachment A – 2025-2026 Instructional Calendar
- Attachment B – Route Schedule (2025-2026)

IN WITNESS WHEREOF, the parties have executed this Agreement as of the Effective Date.

TEACH Public Schools	FCOC Transportation LLC
By: _____	By: _____
Name: Matt Brown	Name: Lyndale Frison
Title: Executive Director	Title: Owner
Date: _____	Date: _____

EXHIBIT A – SCOPE OF SERVICES

1. Description of Services

• Two (2) AM and two (2) PM home-to-school routes using 55-passenger buses (≈110-student capacity per AM/PM period).

• Rate: $600 per route (AM or PM), total $1,200 per instructional day.

• TEACH may permanently discontinue one or more daily routes with five (5) business days' written notice (no penalty).

• All other transportation (field trips, athletics, etc.) will be arranged via TEACH purchase order and is outside this Scope.

All services shall comply with the California Vehicle Code, Title 13 CCR, California Education Code §§45125.1 & 35021.1, and CHP safety regulations.

2. Service Calendar & Hours

Transportation will be provided on each instructional day identified in Attachment A – Instructional Calendar. No service is required on non-instructional days. TEACH may adjust bell times or route start/end times with five (5) business days' notice.

3. Route Assignments & Stops

Designated pickup/drop-off locations and times are set forth in Attachment B – Route Schedule. No student ride shall exceed sixty (60) minutes one-way unless approved by TEACH.

4. Vehicles & Equipment

All vehicles used to provide service must:

• Be no more than 15 years old unless otherwise approved by TEACH

• Be maintained in clean, safe, and fully operational condition

• Have valid California registration and current CHP inspection

5. Driver Requirements

All drivers must:

• Possess a valid California commercial driver's license with school-bus endorsement

• Pass DOJ/FBI background checks per Ed. Code §§45125.1 and 35021.1

• Be courteous and professional with all students, families, and TEACH staff

Vendor shall provide a current driver roster with credentials before service begins.

6. Safety Protocols & Incident Reporting

• Vendor must notify TEACH immediately of any breakdown or accident and dispatch a replacement vehicle within 45 minutes.

• Vendor shall supervise students until alternate transportation arrives.

• An incident report must be submitted to TEACH within 24 hours.

• Vendor shall furnish its written contingency plan upon request and participate in at least one emergency-evacuation drill annually.

7. Cancellation and Route Adjustments

• ≥12 hours' notice: no fee.

• <12 hours' notice: Vendor paid 50 % of daily rate for affected route(s).

• Permanent reduction: no penalty with five (5) business-day notice.

• Emergency school closures: no fee. Make-up days may be added within or after the stated term at the same daily rate by written agreement.

8. Invoicing & Payment

• Service rate: $600 per AM or PM route, totaling $1,200 per instructional day.

• Vendor submits invoices weekly via email to accountspayable@teachps.org with net-30 terms.

• TEACH may dispute charges for missed service or performance failures.

• Additional services (field trips) billed separately via purchase order.

9. Insurance Requirements

Vendor shall maintain, at minimum:

• Commercial General Liability & Automobile Liability: $5,000,000 combined single limit per occurrence

• Workers' Compensation: statutory limits and Employer's Liability $1,000,000

Certificates of Insurance (with Additional-Insured, primary/non-contributory, and waiver-of-subrogation endorsements) must be provided before service and upon renewal.

10. Confidentiality & Student Safety

Vendor is a "school official" under FERPA and will protect student information as described in Agreement §9.

2025-2026 TEACH Public Schools Instructional Calendar (ATTACHMENT A)

July 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		

July	
4	Independence day
29	New Teacher Summit
30-31	Summer Institute

August 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						

August	
1 - 11	Summer Institute
12	First Day of School

September 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				

September	
1	Labor Day
22	Professional Development Day #1

October 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	

October	
10	Mental Health Day #1
13	Columbus Day / Indigenous Peoples' Day

November 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						

November	
10	Mental Health Day #2
11	Veterns Day
24-28	Thanksgiving Break

December 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			

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

January 2026

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

January	
1-9	Winter Break
12	Professional Development Day #2
19	Martin Luther King Jr. Day

February 2026

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

February	
16	President's Day

March 2026

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

March	
27	Cesar Chavez Day
30-31	Spring Break

April 2026

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

April	
1-3	Spring Break
6	Professional Development Day #3

May 2026

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

May	
22	Mental Health Days #3
25	Memorial Day

June 2026

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

June	
11	Last Day of Instruction
12	Pupil Free Day
17-18	TEACH Closed
19	Juneteenth

LEGEND

- Start/End of Semester
- Local/State/Federal Holiday (Teachers off)
- Local/State/Federal Holiday (Campus Closed)
- Professional Development Day (Pupil Free Day)
- Mental Health Day (Campus Closed)
- Minimum Day
- Early Dismissal (11/21, 12/19, 3/26, 6/11)

TEACH
PUBLIC SCHOOLS

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.

Board Approved 03/25/2025

Pick-Up and Drop-Off Schedules
(ATTACHMENT B)

Morning Pick-Ups

Bus A

Bus A- Stop Location	Pull Off Time	Drop Off Time	Additional Notes
1. Magic Johnson Park 905 E. El Segundo Blvd, LA, CA 90059	Pick-up time: 7 am- 7:05 am		Pick up is on Avalon & 126th Street -Westside of the park on Avalon
2. El Pollo Loco 1360 W. Imperial Hwy, LA, CA, 90044	Pick-up time: 7:20 am- 7:25 am		Pick up will be on Imperial - Southeast corner
3. YMCA- Weingart 9900 S. Vermont Ave, LA, CA, 90044	Pick-up time: 7:40 am- 7:45 am		Pick up will be on Century Blvd - Southside of the YMCA - North/East Corner
4. Drop-off at the school sites		Drop Off Time: 7:45 am- 8:30 am	

Bus B

Bus B- Stop Location	Pull Off Time	Drop Off Time	Additional Notes
1. Harvard Park 1535 W. 62nd Street, LA, CA	Pick-up time: 7 am- 7:05 am		The pick up is on 62nd street - South end of the park
2. Vermont Miracle Park 956 W. 81st Street, LA, CA, 90044	Pick-up time: 7:30 am- 7:35 am		The pick up is on 81st. Street - Southeast corner
3. Green Meadows Park 431 E. 89th Street, LA, CA	Pick-up time: 7:45 am- 7:50 am		The pick up is on 89th street - South end of the park/Northeast corner
4. 89th & Normandies The bus stop in front of Greater Philippians Bapist Church 8861 S. Normandie Ave, LA, CA, 90044	Pick-up time: 8:05 am- 8:10 am		The bus stop bench is in front of the church

5. Normandie & Century The bus stop in front of Speedway Express Gas Station 1403 W. Century Blvd, LA, CA, 90047 Pick-up time: 8: 15 am- 8:20 am The bus stop bench is in front of the gas station

6. Drop-off at the school sites Drop Off Time: 8:20 am- 8:50 am

Pick-Up and Drop-Off Schedules

After-noon Drop-offs

Bus A

Bus B- Stop Location	Bus Stop Location	Drop Off Time REGULAR DAY DISMISSAL	Drop Off Time MINIMUM DAY DISMISSAL	Additional Notes
1. Harvard Park 1535 W. 62nd Street, LA, CA	1. El Pollo Loco 1360 W. Imperial Hwy, LA, CA, 90044	Drop Off Time: 4:20 pm	Drop Off Time- 2:30 pm	Pick up will be on Imperial - Southeast corner
2. Vermont Miracle Park 956 W. 81st Street, LA, CA, 90044	2. Magic Johnson Park 905 E. El Segundo Blvd, LA, CA 90059	Drop Off Time- 4:40 pm	Drop Off Time- 2:50 pm	Pick up is on Avalon & 126th Street -Westside of the park on Avalon
3. Green Meadows Park 431 E. 89th Street, LA, CA	3. YMCA- Weingart 9900 S. Vermont Ave, LA, CA, 90044	Drop Off Time- 5 pm	Drop Off Time- 3:10 pm	Pick up will be on Century Blvd - Southside of the YMCA - North/East Corner
4. 89th & Normandies The bus stop in front of Greater Philippians Bapist Church 8861 S. Normandie Ave LA, CA, 90044				

Bus B

Pull Off Time	Bus Stop Location	Drop Off Time REGULAR DAY DISMISSAL	Drop Off Time MINIMUM DAY DISMISSAL	Additional Notes
Elementary- 8505 Regular: 3 pm Minimum: 1:20 pm	1. Normandie & Century Taco El Unico 10006 S. Normandie Ave. LA, CA, 90047	Drop Off Time: 4:20 pm	Drop Off Time: 2:30 pm	-The bus stop in front of Taco El Unico
Middle- 10045 Regular: 3:30 pm Minimum: 1:45 pm	2. 89th & Normandies Greater Philippians Bapist Church 8863 S. Normandie Ave. LA, CA, 90044	Drop Off Time: 4:30 pm	Drop Off Time: 2:40 pm	-The bus stop is across the street from the church
Middle- 10000 Regular: 3:40 pm Minimum: 2 pm	3. Green Meadows Park 431 E. 89th Street, LA, CA	Drop Off Time: 4:50 pm	Drop Off Time: 3 pm	The pick up is on 89th street - South end of the park/Northeast corner
High- 10616 Regular: 4 pm Minimum: 2:10 pm	2. Vermont Miracle Park 956 W. 81st Street, LA, CA, 90044	Drop Off Time: 5:10 pm	Drop Off Time: 3:20 pm	The pick up is on 81st. Street - Southeast corner

	1. Harvard Park 1535 W. 62nd Street, LA, CA	Drop Off Time: 5:25pm 6. Bus drop-off: 5:25 pm-6 pm	Drop Off Time: 3:35 pm 6. Bus drop-off: 3:35pm- 4 pm	

For: TEACH Preparatory Elementary TPES

scoot.education

TERMS OF SERVICE ADDENDUM

The following terms of service amendments and exhibits are incorporated and made part of the Agreement between Scoot and Customer for assignments scheduled on or after July 1, 2025. You will be regarded as having accepted into this addendum when any of the following occur:

(a) by confirming acceptance of this Agreement in writing; or

(b) by requesting us to supply Educator(s) after receiving this document for placements on or after July 1 2025.

The following sections of the Agreement for Staffing Services (the "Agreement") are hereby amended as follows. Unless specified below, all other terms and conditions of the Agreement shall remain in full force and effect.

1. DEFINITIONS

Educator(s)	Means, individually and collectively, Scoot employee(s), including but not limited to a Teacher and/or Support Position alone, or as assigned to a Substitute Bubble (including where the context requires their agents and sub-contractors), Paraprofessionals, alone, or as assigned to a Paraprofessional Bubble (including where the context requires their agents and sub-contractors), a TeachStart Fellow, a Special Education Teacher, a Registered Behavior Technician, a Behavior Interventionist, a Board Certified Behavior Analyst, a Speech Language Pathologist and/or a Psychologist, Before/After School Educator assigned to work for Customer in accordance with this Agreement.
Paraprofessional Bubble	Paraprofessional Bubbles are a group of hourly paraprofessional staff who are assigned to Customer school(s) for a specific period of time. Paraprofessional staff within a bubble are always assigned to Customer and must be used for long-term Assignments.
Substitute Bubble	Substitute Bubbles are a group of day-to-day Teachers and/or Support Position who are assigned to Customer school(s) for a specific period of time. Teachers and/or Support Positions within a bubble are always assigned to Customer and must be used for day-to-day coverage, rather than long-term same-classroom positions.
Support Position	Means an Educator scheduled to an Assignment that could be classified as, but is not limited to, Teaching Assistant, Administration Support, Campus Aide, or other roles that support the lead teacher or operations of the school but do not include lead-teaching responsibilities or any credential/certification requirements.

8. WORKERS' COMPENSATION AND LIABILITY INSURANCE

Scoot will, at its own expense, provide and keep in full force and effect during the term of this Agreement the following kinds and minimum amounts of insurance for Educators:

8.1 **Workers' Compensation**

Workers' compensation statutory coverage as required by the laws of the jurisdiction in which the services are performed and includes alternate employer endorsement;

8.2 **Commercial General Liability**

Commercial general liability insurance with a $2,000,000 combined single limit per occurrence / $4,000,000 aggregate and includes contractual liability and personal injury coverage;

8.3 **Automobile Liability**

Hired and non-owned auto liability insurance with a $1,000,000 combined single limit per occurrence;

8.4 **Umbrella Insurance**

Umbrella policy of $2,000,000 providing excess limits over the primary policies described above;

8.5 **Abusive Acts Coverage**

Abusive Acts liability insurance with a $1,000,000 combined single limit per occurrence / $1,000,000 aggregate.

Scoot will provide Customer with a certificate of this insurance coverage upon request.

EXHIBIT A
BILL RATES FOR EDUCATORS

The Bill Rates contained in Exhibit A herein are confidential and proprietary. Customer agrees not to disclose the contents of this Exhibit A to persons or entities not party to this Agreement without Scoot's written permission.

Educators will be assigned pursuant to one of the following positions and at the following bill rates, subject to additional overtime charges as specified below:

Daily Educator Staffing				
Customer Bill Rate*	**Half-day rate (4 hours or less)**	**Half-day long-term rate (4 hours or less)#**	**Short-term day rate (up to 8.5 hours/day)**	**Long-term day rate (up to 8.5 hours/day)#**
Support Position	$238	$261	$354	$389
Teacher (emergency 30-day substitute permit or California credential)	$258	$283	$384	$422
Teacher and/or Support Position Assigned Within a Substitute Bubble	N/A			Bill Rate less Substitute Bubble discount specified below.
Special Education Credential in SpEd role	$321	$353	$479	$526
TeachStart Fellow	N/A	N/A	$422	$422
Hourly Educator Staffing				
Paraprofessional	Contact Scoot for bespoke hourly Paraprofessional Bill Rate, less Paraprofessional Bubble discount specified below, as applicable			
Registered Behavior Technician	Contact Scoot for bespoke hourly Bill Rate			
Behavior Interventionist				
Board Certified Behavior Analyst				
Speech Language Pathologist				
Psychologist				
Before/After School Educator				

* Because Educators are non-exempt hourly employees, additional charges over and above the standard Customer Bill Rate will apply in the event that an Educator is called upon to work overtime meaning a shift longer than eight and a half (8.5) hours, including a thirty (30) minute meal break, in a workday or more than (40) hours, excluding meal breaks, in a work week for the same Customer. Overtime is charged at 1.5x the prorated hourly bill rate according to the above table (e.g., overtime for a Support Position is charged at $354/8.5*1.5 per hour). Educators are instructed by Scoot that they should seek the approval of a duly designated supervisor at the Customer site before incurring overtime but, of course, the need to ensure proper supervision of pupils may necessitate an Educator staying over even if the designated supervisor is not immediately available. Consistent with professional best practices, Educators are directed to maintain supervision over assigned students until they are relieved by appropriate school personnel.

An Educator will be considered in long-term status if the same Educator has been scheduled at a Customer school for an Assignment that is scheduled for more than 15 workdays or an Assignment has extended beyond 15 workdays (half-days and full-days are counted the same) in the same academic year.

DISCOUNTS FOR TEACHER AND/OR SUPPORT POSITION SUBSTITUTE BUBBLE

Customer is entitled to the following discount for any Teacher and/or Support Position assigned to a Substitute Bubble with Customer. Discounts are calculated based on the size of Bubble committed to pursuant to the below table.

	Quantity of Teachers and/or Support Positions in Bubble				
	5-9	**10-19**	**20-29**	**30-39**	**40+**
Discount	11%	12%	13%	14%	15%

The following terms apply to a Teacher and/or Support Positions Substitute Bubble:

1. Customer must commit to the Substitute Bubble from its start date until the conclusion of Customer's academic year, unless negotiated otherwise.
2. If a Substitute Bubble becomes larger in size than originally committed to by Customer, the larger discount will be applied according to the above table.
3. If a Substitute Bubble is smaller in size than originally committed to by Customer due to Scoot being unable to source the requested number of Educators, the originally agreed discount will be applied.
4. Substitute Bubbles may be canceled should an uncontrollable event force Customer to close its school(s) for a period extending beyond ninety (90) days (e.g., closure due to a pandemic or government order).
5. Substitute Bubbles are active on any instructional school day, non-student days are not included.
6. Substitute Bubbles are to be used to cover day-to-day absences at Customer site(s) but are considered long term Assignments as they are at least 15 days in length.
7. Should a Teacher and/or Support Position who was part of a Substitute Bubble move to a long-term position with Customer (defined as a single Assignment scheduled for 15 days or more), Customer will be given the choice of replacing that Educator to maintain Bubble size or decreasing the size of the Bubble, the latter option may decrease the Substitute Bubble discount applied to future invoices.
8. TeachStart Fellows cannot be included in a Substitute Bubble.

DISCOUNTS FOR PARAPROFESSIONAL BUBBLE

Customer is entitled to the following discount for any paraprofessional assigned to a Paraprofessional Bubble with Customer. Discounts are calculated based on size of Paraprofessional Bubble committed to according to the below table.

	Quantity of Paraprofessionals in Bubble					
	10-29	**30-49**	**50-69**	**70-84**	**85-99**	**100+**
Discount	5%	6%	7%	8%	9%	10%

The following terms apply to a Paraprofessional Bubble:

1. Customer must commit to the Paraprofessional Bubble from its start date until the conclusion of Customer's academic year, unless negotiated otherwise.
2. If a Paraprofessional Bubble becomes larger in size than originally committed to by Customer, the larger discount will be applied according to the above table.
3. If a Paraprofessional Bubble is smaller in size than originally committed to by Customer due to Scoot being unable to source the requested number of Educators, the originally agreed discount will be applied.
4. Educators assigned to a Paraprofessional Bubble are expected to be utilized in long-term Assignments rather than being used in day-to-day roles.
5. Paraprofessional Bubbles may be canceled should an uncontrollable event force Customer to close its school(s) for a prolonged period (e.g., closure due to a pandemic or government order).
6. Paraprofessional Bubbles are active on any instructional school day, non-student days are not included.
7. TeachStart Fellows cannot be included in a Paraprofessional Bubble.

For: TEACH Academy of Technologies TAT

scoot.education

TERMS OF SERVICE ADDENDUM

The following terms of service amendments and exhibits are incorporated and made part of the Agreement between Scoot and Customer for assignments scheduled on or after July 1, 2025. You will be regarded as having accepted into this addendum when any of the following occur:

(a) by confirming acceptance of this Agreement in writing; or

(b) by requesting us to supply Educator(s) after receiving this document for placements on or after July 1 2025.

The following sections of the Agreement for Staffing Services (the "Agreement") are hereby amended as follows. Unless specified below, all other terms and conditions of the Agreement shall remain in full force and effect.

1. DEFINITIONS

Educator(s)	Means, individually and collectively, Scoot employee(s), including but not limited to a Teacher and/or Support Position alone, or as assigned to a Substitute Bubble (including where the context requires their agents and sub-contractors), Paraprofessionals, alone, or as assigned to a Paraprofessional Bubble (including where the context requires their agents and sub-contractors), a TeachStart Fellow, a Special Education Teacher, a Registered Behavior Technician, a Behavior Interventionist, a Board Certified Behavior Analyst, a Speech Language Pathologist and/or a Psychologist, Before/After School Educator assigned to work for Customer in accordance with this Agreement.
Paraprofessional Bubble	Paraprofessional Bubbles are a group of hourly paraprofessional staff who are assigned to Customer school(s) for a specific period of time. Paraprofessional staff within a bubble are always assigned to Customer and must be used for long-term Assignments.
Substitute Bubble	Substitute Bubbles are a group of day-to-day Teachers and/or Support Position who are assigned to Customer school(s) for a specific period of time. Teachers and/or Support Positions within a bubble are always assigned to Customer and must be used for day-to-day coverage, rather than long-term same-classroom positions.
Support Position	Means an Educator scheduled to an Assignment that could be classified as, but is not limited to, Teaching Assistant, Administration Support, Campus Aide, or other roles that support the lead teacher or operations of the school but do not include lead-teaching responsibilities or any credential/certification requirements.

8. WORKERS' COMPENSATION AND LIABILITY INSURANCE

Scoot will, at its own expense, provide and keep in full force and effect during the term of this Agreement the following kinds and minimum amounts of insurance for Educators:

8.1 **Workers' Compensation**

Workers' compensation statutory coverage as required by the laws of the jurisdiction in which the services are performed and includes alternate employer endorsement;

8.2 **Commercial General Liability**

Commercial general liability insurance with a $2,000,000 combined single limit per occurrence / $4,000,000 aggregate and includes contractual liability and personal injury coverage;

8.3 **Automobile Liability**

Hired and non-owned auto liability insurance with a $1,000,000 combined single limit per occurrence;

8.4 **Umbrella Insurance**

Umbrella policy of $2,000,000 providing excess limits over the primary policies described above;

8.5 **Abusive Acts Coverage**

Abusive Acts liability insurance with a $1,000,000 combined single limit per occurrence / $1,000,000 aggregate.

Scoot will provide Customer with a certificate of this insurance coverage upon request.

EXHIBIT A
BILL RATES FOR EDUCATORS

The Bill Rates contained in Exhibit A herein are confidential and proprietary. Customer agrees not to disclose the contents of this Exhibit A to persons or entities not party to this Agreement without Scoot's written permission.

Educators will be assigned pursuant to one of the following positions and at the following bill rates, subject to additional overtime charges as specified below:

Daily Educator Staffing				
Customer Bill Rate+	**Half-day rate (4 hours or less)**	**Half-day long-term rate (4 hours or less)#**	**Short-term day rate (up to 8.5 hours/day)**	**Long-term day rate (up to 8.5 hours/day)#**
Support Position	$238	$261	$354	$389
Teacher (emergency 30-day substitute permit or California credential)	$258	$283	$384	$422
Teacher and/or Support Position Assigned Within a Substitute Bubble	N/A			Bill Rate less Substitute Bubble discount specified below.
Special Education Credential in SpEd role	$321	$353	$479	$526
TeachStart Fellow	N/A	N/A	$422	$422
Hourly Educator Staffing				
Paraprofessional	Contact Scoot for bespoke hourly Paraprofessional Bill Rate, less Paraprofessional Bubble discount specified below, as applicable			
Registered Behavior Technician	Contact Scoot for bespoke hourly Bill Rate			
Behavior Interventionist				
Board Certified Behavior Analyst				
Speech Language Pathologist				
Psychologist				
Before/After School Educator				

* Because Educators are non-exempt hourly employees, additional charges over and above the standard Customer Bill Rate will apply in the event that an Educator is called upon to work overtime meaning a shift longer than eight and a half (8.5) hours, including a thirty (30) minute meal break, in a workday or more than (40) hours, excluding meal breaks, in a work week for the same Customer. Overtime is charged at 1.5x the prorated hourly bill rate according to the above table (e.g., overtime for a Support Position is charged at $354/8.5*1.5 per hour). Educators are instructed by Scoot that they should seek the approval of a duly designated supervisor at the Customer site before incurring overtime but, of course, the need to ensure proper supervision of pupils may necessitate an Educator staying over even if the designated supervisor is not immediately available. Consistent with professional best practices, Educators are directed to maintain supervision over assigned students until they are relieved by appropriate school personnel.

An Educator will be considered in long-term status if the same Educator has been scheduled at a Customer school for an Assignment that is scheduled for more than 15 workdays or an Assignment has extended beyond 15 workdays (half-days and full-days are counted the same) in the same academic year.

DISCOUNTS FOR TEACHER AND/OR SUPPORT POSITION SUBSTITUTE BUBBLE

Customer is entitled to the following discount for any Teacher and/or Support Position assigned to a Substitute Bubble with Customer. Discounts are calculated based on the size of Bubble committed to pursuant to the below table.

	Quantity of Teachers and/or Support Positions in Bubble				
	5-9	**10-19**	**20-29**	**30-39**	**40+**
Discount	11%	12%	13%	14%	15%

The following terms apply to a Teacher and/or Support Positions Substitute Bubble:

1. Customer must commit to the Substitute Bubble from its start date until the conclusion of Customer's academic year, unless negotiated otherwise.
2. If a Substitute Bubble becomes larger in size than originally committed to by Customer, the larger discount will be applied according to the above table.
3. If a Substitute Bubble is smaller in size than originally committed to by Customer due to Scoot being unable to source the requested number of Educators, the originally agreed discount will be applied.
4. Substitute Bubbles may be canceled should an uncontrollable event force Customer to close its school(s) for a period extending beyond ninety (90) days (e.g., closure due to a pandemic or government order).
5. Substitute Bubbles are active on any instructional school day, non-student days are not included.
6. Substitute Bubbles are to be used to cover day-to-day absences at Customer site(s) but are considered long term Assignments as they are at least 15 days in length.
7. Should a Teacher and/or Support Position who was part of a Substitute Bubble move to a long-term position with Customer (defined as a single Assignment scheduled for 15 days or more), Customer will be given the choice of replacing that Educator to maintain Bubble size or decreasing the size of the Bubble, the latter option may decrease the Substitute Bubble discount applied to future invoices.
8. TeachStart Fellows cannot be included in a Substitute Bubble.

DISCOUNTS FOR PARAPROFESSIONAL BUBBLE

Customer is entitled to the following discount for any paraprofessional assigned to a Paraprofessional Bubble with Customer. Discounts are calculated based on size of Paraprofessional Bubble committed to according to the below table.

	Quantity of Paraprofessionals in Bubble					
	10-29	**30-49**	**50-69**	**70-84**	**85-99**	**100+**
Discount	5%	6%	7%	8%	9%	10%

The following terms apply to a Paraprofessional Bubble:

1. Customer must commit to the Paraprofessional Bubble from its start date until the conclusion of Customer's academic year, unless negotiated otherwise.
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7. TeachStart Fellows cannot be included in a Paraprofessional Bubble.

TCHS

For: TEACH Tech Charter High

scoot.education

TERMS OF SERVICE ADDENDUM

The following terms of service amendments and exhibits are incorporated and made part of the Agreement between Scoot and Customer for assignments scheduled on or after July 1, 2025. You will be regarded as having accepted into this addendum when any of the following occur:

(a) by confirming acceptance of this Agreement in writing; or

(b) by requesting us to supply Educator(s) after receiving this document for placements on or after July 1 2025.

The following sections of the Agreement for Staffing Services (the "Agreement") are hereby amended as follows. Unless specified below, all other terms and conditions of the Agreement shall remain in full force and effect.

1. DEFINITIONS

Educator(s)	Means, individually and collectively, Scoot employee(s), including but not limited to a Teacher and/or Support Position alone, or as assigned to a Substitute Bubble (including where the context requires their agents and sub-contractors), Paraprofessionals, alone, or as assigned to a Paraprofessional Bubble (including where the context requires their agents and sub-contractors), a TeachStart Fellow, a Special Education Teacher, a Registered Behavior Technician, a Behavior Interventionist, a Board Certified Behavior Analyst, a Speech Language Pathologist and/or a Psychologist, Before/After School Educator assigned to work for Customer in accordance with this Agreement.
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Support Position	Means an Educator scheduled to an Assignment that could be classified as, but is not limited to, Teaching Assistant, Administration Support, Campus Aide, or other roles that support the lead teacher or operations of the school but do not include lead-teaching responsibilities or any credential/certification requirements.

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Workers' compensation statutory coverage as required by the laws of the jurisdiction in which the services are performed and includes alternate employer endorsement;

8.2 **Commercial General Liability**

Commercial general liability insurance with a $2,000,000 combined single limit per occurrence / $4,000,000 aggregate and includes contractual liability and personal injury coverage;

8.3 **Automobile Liability**

Hired and non-owned auto liability insurance with a $1,000,000 combined single limit per occurrence;

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Umbrella policy of $2,000,000 providing excess limits over the primary policies described above;

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Abusive Acts liability insurance with a $1,000,000 combined single limit per occurrence / $1,000,000 aggregate.

Scoot will provide Customer with a certificate of this insurance coverage upon request.

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BILL RATES FOR EDUCATORS

The Bill Rates contained in Exhibit A herein are confidential and proprietary. Customer agrees not to disclose the contents of this Exhibit A to persons or entities not party to this Agreement without Scoot's written permission.

Educators will be assigned pursuant to one of the following positions and at the following bill rates, subject to additional overtime charges as specified below:

Daily Educator Staffing				
Customer Bill Rate*	**Half-day rate (4 hours or less)**	**Half-day long-term rate (4 hours or less)#**	**Short-term day rate (up to 8.5 hours/day)**	**Long-term day rate (up to 8.5 hours/day)#**
Support Position	$238	$261	$354	$389
Teacher (emergency 30-day substitute permit or California credential)	$258	$283	$384	$422
Teacher and/or Support Position Assigned Within a Substitute Bubble	N/A			Bill Rate less Substitute Bubble discount specified below.
Special Education Credential in SpEd role	$321	$353	$479	$526
TeachStart Fellow	N/A	N/A	$422	$422
Hourly Educator Staffing				
Paraprofessional	Contact Scoot for bespoke hourly Paraprofessional Bill Rate, less Paraprofessional Bubble discount specified below, as applicable			
Registered Behavior Technician	Contact Scoot for bespoke hourly Bill Rate			
Behavior Interventionist				
Board Certified Behavior Analyst				
Speech Language Pathologist				
Psychologist				
Before/After School Educator				

* Because Educators are non-exempt hourly employees, additional charges over and above the standard Customer Bill Rate will apply in the event that an Educator is called upon to work overtime meaning a shift longer than eight and a half (8.5) hours, including a thirty (30) minute meal break, in a workday or more than (40) hours, excluding meal breaks, in a work week for the same Customer. Overtime is charged at 1.5x the prorated hourly bill rate according to the above table (e.g., overtime for a Support Position is charged at $354/8.5*1.5 per hour). Educators are instructed by Scoot that they should seek the approval of a duly designated supervisor at the Customer site before incurring overtime but, of course, the need to ensure proper supervision of pupils may necessitate an Educator staying over even if the designated supervisor is not immediately available. Consistent with professional best practices, Educators are directed to maintain supervision over assigned students until they are relieved by appropriate school personnel.

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8. TeachStart Fellows cannot be included in a Substitute Bubble.

DISCOUNTS FOR PARAPROFESSIONAL BUBBLE

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	Quantity of Paraprofessionals in Bubble					
	10-29	**30-49**	**50-69**	**70-84**	**85-99**	**100+**
Discount	5%	6%	7%	8%	9%	10%

The following terms apply to a Paraprofessional Bubble:

1. Customer must commit to the Paraprofessional Bubble from its start date until the conclusion of Customer's academic year, unless negotiated otherwise.
2. If a Paraprofessional Bubble becomes larger in size than originally committed to by Customer, the larger discount will be applied according to the above table.
3. If a Paraprofessional Bubble is smaller in size than originally committed to by Customer due to Scoot being unable to source the requested number of Educators, the originally agreed discount will be applied.
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6. Paraprofessional Bubbles are active on any instructional school day, non-student days are not included.
7. TeachStart Fellows cannot be included in a Paraprofessional Bubble.

Service Agreement

THE EDUCATION TEAM

NOTE: SIGNING THIS AGREEMENT DOES NOT OBLIGATE YOU TO USE OUR SERVICES.

This agreement is entered into by and between **ChildCare Careers, LLC dba The Education Team** (hereafter "TET") and "Customer" (named below). TET and Customer agree as follows:

1. A four (4) hour minimum service commitment each day is required for each employee requested from TET. Customer will pay for services under four (4) hours at the four (4) hour minimum fee.

2. Customer will pay the four (4) hour minimum if a request for service from TET is cancelled within the 24 hours prior to the designated time of service. Any request for cancellation will be effective only if communicated to **The Education Team office.** Notice to the temporary personnel is not adequate.

3. Customer will verify and approve the daily hours worked by TET Substitutes. TET will invoice Customer based on the verified and approved time worked and Customer agrees to pay said invoices.

4. Customer will promptly pay all invoices for services rendered according to the then current TET fee schedule as billed on a weekly basis. Overtime will be billed and paid at time and a half. If an invoice is not paid within 30 days of the invoice date then Customer will pay a late payment fee of 5% of the invoice amount plus a finance charge equal to the lesser of 1.5% per month or the maximum legal rate.

5. Customer will instruct and supervise the TET employee with respect to their responsibilities and compliance with the procedures and policies of Customer. Customer will not ask or authorize TET employee to operate any motor vehicles or administer any medication. Customer represents, warrants, and agrees that Customer is, and at all times during the term of this agreement will be, in compliance with all governmental laws, rules, ordinances and regulations applicable to Customer and its business. Customer will ensure that all wage and hour laws applicable to the non-exempt employees provided by TET are followed, including but not limited to, meal and rest periods. Customer agrees that all work, including grading and lesson planning, will be done on-site and included in the employees' work hours.

6. Customer acknowledges that TET has incurred considerable expense in the recruitment, screening, and training of its employees and suffers a material economic loss when they are no longer available for assignments. Should Customer hire, or in any way utilize the services of (except through TET), a current or former TET employee introduced to Customer by TET (a "Candidate") within one (1) year of the Candidate's last assignment at any Customer location, then Customer will pay TET a placement fee according to TET's then current fee schedule. Customer will notify TET in writing and pay the placement fee prior to hiring a Candidate or utilizing a Candidate's services in any way except through TET. Customer agrees that the placement fee shall be doubled if Customer fails to provide written notice prior to hiring. An employee's resignation from TET does not relieve Customer of the obligation to pay the placement fee. Placement fees are non-refundable regardless of the duration of Candidate's employment with Customer.

7. In any action or proceeding involving a dispute between TET and Customer arising out of this Agreement, the prevailing party shall be entitled to recover its costs and attorney's fees. This agreement shall be binding on the successors and assigns of the parties. This agreement may be amended only by a written agreement signed by the parties. This agreement constitutes the entire agreement between the parties with respect to the subject matter hereof. The terms of this agreement shall be deemed accepted by TET, and a binding agreement created between TET and Customer on the terms set forth herein, upon TET providing its employees to Customer.

Full Legal Name of School/District/Org _____

Signature: _____ Title: _____

Print Name: _____ Date: _____
Authorized Representative of Customer

Email: _____ Phone: _____

NEW CUSTOMER INFORMATION

Full Legal Name of School/District/Org: _____

Admin Address: _____

City, State, Zip: _____

Phone: _____ Fax: _____

Type of Entity: (Check one)
- ☐ Public School District
- ☐ Non-Profit Independent School
- ☐ After School Program
- ☐ Charter School
- ☐ For-Profit Independent School
- ☐ Other: _____

Grades Served: _____ Total Enrollment: _____

Primary Order Contact

Name: _____ Title: _____

Phone: _____ Cell Phone: _____

Email Address: _____

Requirements for a substitute: _____

Dress Code: _____

School/Campus Name – fill out for each campus

Site (Campus) Name: _____

Street: _____

City, State, Zip: _____

Phone: _____

Site Contact Name *(If different than primary contact)*: _____

Title: _____

Direct Number: _____ Email Address: _____

Directions and Parking Tips: _____

********** **OFFICE USE ONLY** **********

Marketing Specialist Name: _____

Billing Status: ☐ Invoice (Credit/Billing Info attached) ☐ Prepay (CC Info attached)

New vs Existing: ☐ New Customer ☐ Dormant Exiting Customer (Signed New Agreement)

Notes for Placement: _____

Revised: 2/4/2025

THE EDUCATION TEAM

Corporate Office: 3440 Wilshire Blvd, Suite 1111 • Los Angeles, CA • 90010
Orders: (855) 898-2929 • Inquiries: (213) 986-4718

Greater Los Angeles Price List

**** Effective July 1, 2025 ****

Employee Category	Minimum Qualifications	Hourly Rate
• After School Teacher	• 48 semester units in any courses OR • AA Degree in any subject	32
• Degree Only *Teacher Assistant / Para Educator	• Bachelor's Degree in any subject	38
• Degree & CBEST	• Bachelor's Degree or higher *and* • CBEST or CSET	42
• 30-Day Sub Permit	• Bachelor's Degree or higher *and* • 30-Day Substitute Teacher Permit	45
• Multi-Subject	• CTC issued Multiple Subject Credential	47
• Single-Subject Credential	• CTC issued Single Subject Credential	48
• Special Education Credential	• CTC issued Special Education Credential	67

Long-term assignments over one week in duration involving lesson planning or grading will incur a $25 per day surcharge on each day commencing with day six.

NOTE: Prices include all payroll taxes, workers' compensation costs, benefits costs, liability insurance costs (including general, professional, employment practices and sexual misconduct liability), recruitment costs, and HR/administrative costs. There are no additional fees or taxes of any kind. The Education Team reserves the right to adjust its prices with 30 days written notice.

THE EDUCATION TEAM

3440 Wilshire Blvd, Suite 1111 • Los Angeles • CA • 90010 • (855) 898-2929

CUSTOMER BILLING INFORMATION

Full Legal Name of School/District/Org : _____

Street Address : _____

City, State and Zip : _____

Federal Tax ID : _____

Date Established : _____ State of Formation: _____

Approximate Total Enrollment (All Campuses): _____

Type of Entity: (Check one)

- ☐ Public School District
- ☐ Non-Profit Independent School
- ☐ After School Program
- ☐ Charter School
- ☐ For-Profit Independent School
- ☐ Other: _____

Name of Authorized Officer: _____

Title of Person Named Above: _____

Direct Number: _____ Email: _____

ACCOUNTS PAYABLE CONTACT

Name: _____ Title: _____

Phone: _____ Fax: _____

Email Address: _____

Powered by BoardOnTrack

FINANCE MANAGER CONTACT

Name: _____ Title: _____

Phone: _____ Fax: _____

Email Address: _____

INVOICE MAILING ADDRESS

Attention : _____

Street Address : _____

City, State and Zip : _____

Would you like invoices to be sent by email? ☐ Yes ☐ No

Email Address: _____

ANY SPECIAL BILLING INSTRUCTIONS

_____

_____

_____

_____

Print Name: _____ Title: _____

Signature: _____ Date: _____

********** **OFFICE USE ONLY** **********

Credit Approved? ☐ Yes. ☐ No.

Approved / Denied By: _____
(Signature)

Powered by BoardOnTrack

TEACHERS ON RESERVE
SCHOOL SERVICE AGREEMENT

This School Service Agreement("***Agreement***") is entered into on 7/20/2025 (the "***Effective Date***") by and between the "***School***" (specifically identified at the signature line of this Agreement) and Teachers On Reserve LLC, a California limited liability company ("***TOR***") as follows:

1. **Services**. Pursuant to the terms and conditions of this Agreement, TOR agrees to provide to the School qualified individuals (each, a "***Teacher***", and collectively, "***Teachers***") to render services as a teacher to the School's students as set forth in this Agreement (the "***Services***").

2. **Term**. This Agreement commences on the Effective Date and will continue in full force and effect until the **one year** anniversary of the Effective Date ("***Initial Term***") and shall automatically renew for additional one (1) year terms (each, a "***Renewal Term***"), unless one of the parties provides the other written notice of its intent not to renew at least ninety (90) days prior to a renewal or as otherwise provided for herein (collectively, the "***Term***").

a. **TOR's Right to Terminate**. TOR may terminate this Agreement by providing notice to School, if School:

(i) fails to pay any amount when due under this Agreement ("***Payment Failure***") and the failure continues for five (5) of School's business days after School's receipt of notice of nonpayment; or

(ii) breaches any provision of this Agreement (other than a Payment Failure), and either the breach cannot be cured or, if the breach can be cured, it is not cured by School within ten (10) of School's business days after School's receipt of notice of such breach.

Any termination under this Section 2.a is effective on School's receipt of TOR's notice of termination or any later date set out in the notice.

b. **School's Right to Terminate**. School may terminate this Agreement by providing written notice to TOR, if TOR:

(i) breaches any provision of this Agreement and either the breach cannot be cured or, if the breach can be cured, it is not cured by TOR within ten(10) days after TOR's receipt of written notice of such breach; or

(ii) becomes insolvent or files, or has filed against it, a petition for voluntary or involuntary bankruptcy or under any other insolvency law, makes or seeks to make a general assignment for the benefit of its creditors or applies for, or consents to, the appointment of a trustee, receiver, or custodian for a

substantial part of its property, or is generally unable to pay its debts as they become due.

Any termination under this Section 2.b is effective on TOR's receipt of School's notice of termination or any later date set out in the notice.

c. **Effect of Termination**.The expiration or earlier termination of this Agreement does not affect any rights or obligations that:

(i) are to survive the expiration or earlier termination of this Agreement; or
(ii) were incurred by the parties before the expiration or earlier termination.

3. **School Contact; Assigned Duties and Procedures**. The School agrees to assign a staff person to act as a contact for each Teacher and provide such Teacher with lesson plans and / or information about the Teacher's assigned duties and the School's discipline, accident and emergency procedures, prior to the Teacher starting the assignment at the School.

4. **Assignments; Scheduling**. All Teacher assignments are to be scheduled through the TOR office, even the continuation of existing assignments with the School.The School agrees not to ask any Teacher for his or her telephone number to schedule assignments with them directly; Teachers are not at liberty to make such scheduling decisions. TOR will make every effort to assign a Teacher requested by the School provided TOR has sufficient notice to do so and the requested Teacher is available.

5. **Arrival Time; Minimum Assignment**. Assignments are to be scheduled with the arrival/ start time the Teacher is expected to arrive in the school office to sign in (TOR recommends at least 15 minutes prior to the actual class start time), and a stop time when the assignment is to end.The School shall be billed for the approved hours on the time sheet, which reflect the assignment hours requested by the School (including all breaks). TOR's minimum assignment is four hours per day. Assignments that are less than four hours per day will be billed at the four-hour minimum.

6. **Wage and Hour Rules; Meal/Rest Breaks**. School must comply with all applicable state and federal wage and hour rules. For example, Teachers will be paid including at overtime rates for all hours worked in excess of eight per day or 40 per week. In addition, Teachers must be provided the opportunity to take meal and rest breaks in accordance with the law. Without limitation, in an eight-hour shift, Teachers must have the opportunity to take at least a 30-minute paid, duty-free meal period that takes place before the end of the fifth hour after commencing work. In addition, Teachers must receive a paid ten-minute rest period for every four hours worked or major fraction thereof. In the event School denies a Teacher a required meal or rest period, School must inform TOR and, in addition to any other remedies available to TOR, School will be billed an additional hour of pay for each denied meal/rest period to cover the penalty due to Teacher in accordance with California law.

7. **Assignment Changes; Dismissals**. The School may extend or terminate a Teacher's assignment for any reason by calling TOR immediately if there is a change in the Teacher's original assignment's hours or days, or job duties or if the School is not satisfied with the assigned Teacher's performance.If the School dismisses a Teacher after the Teacher arrives, but before the originally requested ending time due to scheduling changes for that day, emergency school closure or any unplanned schedule change, the School will be billed for the full hours originally requested for that day. In the event the School requests termination of a Teacher because of its dissatisfaction with such Teacher's performance due primarily to the Teacher's inappropriate behavior at the School, School will not be billed for any time following such termination.

8. **Cancellations**. The School may cancel a Teacher's assignment the day prior to the Teacher's start date without incurring any cost.If the School wishes to cancel a booked Teacher's assignment on the start date, TOR will make every effort to rebook the Teacher on another assignment but, if that is not possible, TOR will bill the School for the original hours of the Teacher's assignment.In this case, the School is free to use the substitute teacher in any similar assignment to the original.

9. **Changes in Teacher Duties**. If the School uses an assigned Teacher in any capacity other than what was originally requested, the School will be billed at the rate of the original request, with the exception of the following: If an assigned Teacher was originally scheduled in a non-credentialed/certificated capacity or in a non-Special Education position, and that Teacher was used to substitute in a credentialed or Special Education capacity, the School will be billed at the higher rate for that type of assignment.

10. **Preparation Time**. If a School requests a Teacher for a multiple day (or long-term assignment) who will be required to do lesson planning, material preparation and/or grading, the School agrees to provide preparation time for such Teacher during the regularly scheduled hours of such Teacher's assignment.However, if enough preparation time is not (or cannot be) provided during the regularly scheduled hours of the Teacher's assignment, the School will be billed for additional hours, including time and a half for work which exceeds 8 hours per day or 40 hours per week.The School and TOR must approve additional preparation hours prior to implementation.

11. **Long-term Assignments**. Long-term Teacher assignments, which are defined as any assignment of any Teacher (including, but not limited to, "teacher," "co-teacher," "teacher assistant (or "TA")," "administrator," "translator," "tutor," "after school care," or "clerical") that is longer than 10 consecutive days, will be billed at the long-term rate.If a Teacher assignment starts out as less than 10 days but is extended and becomes longer than 10 days, the long-term rate will be retroactively applied by TOR to begin the first day the Teacher assignment started at the School.

12. **No Operation of Vehicles**. Teachers are not allowed to drive their own vehicles or the School's vehicles at any time while on an assignment with a School.

13. **Liability.Indemnification**.

a. **Liability**. The School will be liable for accidents or injuries to children, Teachers or other TOR employees that occur due to the School's negligence or non-compliance with required OSHA, applicable State and Federal Labor Laws, licensing, adult/child ratio, health, fire, or safety standards.TOR reserves the right to remove its Teachers and other employees from any assignment that TOR becomes aware does not meet these guidelines.

b. **Indemnification by School**. The School shall indemnify, defend and hold harmless TOR and its agents, employees, subcontractors or anyone employed directly or indirectly by it ("***TOR Indemnitees***") from and against all claims, demands, actions, suits allegations, liabilities, prosecutions, losses, damages, court costs, and all other expenses(including without limitation reasonable attorneys' fees) (collectively, "***Claims***") of every nature or character based upon, resulting from or arising out of or related to the below:

i. any breach by School or any School Indemnitee(defined below) of any representation, warranty, covenant or obligation of School or any School Indemnitee under this Agreement;

ii. any negligent or more culpable act or omission of School or any School Indemnitee in connection with the performance of this Agreement; or

iii. any failure of School or any School Indemnitee to comply with any applicable law, rule, regulation, statute, ordinance or administrative order related to this Agreement or the Services.

14. **Direct Placement**. Should the School want to hire any Teacher who was introduced to the School by TOR for a permanent hire of any duration, in any educational capacity (including but not limited to teacher, assistant teacher, tutor, camp counselor, after school care, etc.), the School will be responsible for paying TOR the standard Hiring Release Fee (defined below) of 17% of such Teacher's annual salary.

15. **Temp-to-Perm Hire**. Should the School want to hire any Teacher they have used in a long-term substitute capacity, on a permanent or short-term basis in any educational capacity(including but not limited to teacher, assistant teacher, tutor, camp counselor, after school care, etc.), the School will be responsible for paying TOR a Hiring Release Fee as set forth below.The School is to notify TOR to arrange for release of each particular Teacher that the School desires to hire directly.

a. **Hiring Release Fee**. The standard hiring release fee for any Teacher which a School must pay to TOR is 17% of such Teacher's annual salary (the "***Hiring Release Fee***"). The terms and conditions of the Release and Hiring Fee may be reduced based on the number of hours such Teacher has been continuously assigned to the School.A release agreement will be prepared by TOR and sent to the School to be mutually signed.

b. **Temporary-to-Full Time Placement Release Fee Credit**: If a Teacher a School desires to

hire has worked more than 160 continuous hours (on the same assignment) at such School, the School will be eligible for a credit to reduce the applicable Release Fee for that particular Teacher.The Release Fee will be prorated based on the total number of hours of substitute work in accordance with the following schedule:

160-240 hours—13% of the Annual Salary
240-320 hours—10% of the Annual Salary
320-400 hours— 7% of the Annual Salary
400-480 hours—5.5% of the Annual Salary
Over 480 hours—4% of the Annual Salary

The School acknowledges and agrees that the provisions set forth in this Section 15, including the amount of the Hiring Release Fee, are reasonable and narrowly drawn to impose no greater restraint than is necessary to protect the parties' legitimate business interests and mutually beneficial relationship under this Agreement and to protect the goodwill of TOR. Nothing in Section 15—including the obligation to pay the Hiring Release Fee, which the parties agree is a reasonable estimation of TOR's associated loss and replacement costs and not a penalty—prohibits the School's hiring of any employees nor restrains the School or any person from engaging in a lawful profession, trade, or business of any kind.

16. **Payments**. Payment to TOR for Services rendered by any Teacher is due upon the School's receipt of a TOR invoice listing all assignments for the previous week.Invoices shall be submitted by TOR on a weekly basis.

A 1.5% late charge will be added to all invoices over 30 days old from the School's receipt of such invoice.TOR's preferred method of payment is by electronic/digital payments. Please contact TOR Chief Operating Officer, Skye McKenzie, at 800-457-1899 (ext. 5) or smckenzie@teachersonreserve.com for information on how the School may pay invoices electronically.

17. **Termination of Services**. Failure of the School to abide by the material terms and conditions set forth in this Agreement may result in immediate termination of Services and/or legal action taken by TOR.

18. **Background Checks, Tuberculosis Tests and Credential Information**

a. TOR will only provide the School with Teachers who have a criminal background clearance and the appropriate licenses, certifications, qualifications (as predetermined and/or, determined on a case-by-case basis by the School) as of the date of any such Teachers' assignment to the School, and other requirements necessary to perform the Services described in this Agreement.TOR will make information relating to an assigned Teacher's Criminal Background Clearance and Tuberculosis(TB) Clearance dates, and CA Credential Number and expiration dates, if applicable, available on the TOR Portal which is accessible by School.

b. TOR will receive subsequent arrest notifications for its Teachers from the California Department of Justice("DOJ") and take appropriate action in its sole discretion to ensure ongoing safety of students.

19. **Nondiscrimination**. TOR hereby agrees, warrants, and assures that no person shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of this Agreement or in the employment practices of TOR on the grounds of that individual's race; color; gender (including gender identity and gender expression); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

20. **Independent Contractor**. TOR is an independent contractor, not an employee of the School. TOR's Teachers, employees, and/or subcontractors are not the School's employees.

21. **FERPA/IDEA**. This Agreement is entered into by TOR and School in accordance with the provisions of the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1231(g), et seq., (FERPA) and the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400, et seq., (IDEA). TOR hereby acknowledges that all documents which include personally identifiable information contained in or derived from a student's education records are deemed confidential pursuant to FERPA and IDEA. TOR agrees not to re-disclose any such personally identifiable information without prior written consent as required by law, or unless re-disclosure is otherwise authorized by law. TOR agrees that nothing in this Agreement may be construed to allow either TOR or School to maintain, use, disclose, or share the personally identifiable information in a manner not allowed under Federal or State law or regulation.

TOR agrees to comply with all applicable laws that require notification of individuals in the event of an unauthorized release of personally identifiable information or other event requiring notification, In the event of a breach of any of TOR's security obligations, or any other event requiring notification under applicable law, TOR agrees to:

a. Immediately notify School of such event within one business day of TOR's discovery; and

b. Cooperate with School to inform all such individuals in accordance with applicable laws.

Within thirty (30) days after termination of this Agreement, TOR will return all personally identifiable information that is in written, electronic, or other tangible form, computer memory, or any hard copy records to School as well as purge any copies of the personally identifiable information. TOR agrees to require all

employees, contractors, or agents of any kind working with the School to comply with this provision.

22. **Health Information**. TOR acknowledges that, from time to time during the term of this Agreement, TOR may acquire or have access to protected health information("***PHI***") of School's students, as defined in the Health Insurance Portability and Accountability Act of 1996, as amended, and rules promulgated thereunder(the "***HIPAA Rules***"). TOR shall not use or disclose and will cause its employees and/or subcontractors not to use or disclose, PHI, except as necessary to perform the services of this Agreement or as required by law.

23. **Insurance**. TOR will provide School with a Certificate of Insurance evidencing its coverages and policy limits. School may be named as an additional insured upon written request to TOR. School represents that it is [self-] insured and will provide TOR with a Certificate of[self -] Insurance upon request.

24. **Governing Law**. This Agreement is to be construed at all times in accordance with and governed by the laws of the State of California applicable to agreements made and to be performed entirely within such State. Any action to enforce this Agreement shall be brought solely in the courts located in Los Angeles County, California.

25. **Entire Agreement**. This Agreement constitutes the entire understanding between the School and TOR relating to the subject matter contained in this Agreement and it supersedes all prior agreements, understandings and representations, whether oral or written, relating to the subject matter contained in this Agreement.

26. **Force Majeure**. Neither party will be liable or responsible to the other party, nor be deemed to have defaulted under or breached this Agreement, for any failure or delay in fulfilling or performing any term of this Agreement (except for the School's obligations to make payments to TOR under this Agreement), when and to the extent the failure or delay is caused by or results from acts beyond the impacted party's ("***Impacted Party***") reasonable control, including the following force majeure events (each a "***Force Majeure Event***"): (i) acts of God; (ii) flood, fire, earthquake, or explosion; (iii) war, invasion, hostilities (whether war is declared or not), terrorist threats or acts, riot, or other civil unrest; (iv) actions, embargoes, or blockades in effect on or after the date of this Agreement; (v) action by any governmental authority; or, (vi) national or regional emergency. The Impacted Party shall give notice within ten (10) days of the Force Majeure Event to the other party stating the period of time the occurrence is expected to continue. The Impacted Party shall use diligent efforts to end the failure or delay and ensure the effects of the Force Majeure Event are minimized. The Impacted Party will resume the performance of its obligations as soon as reasonably practicable after the removal of the cause. In the event that the Impacted Party's failure or delay remains uncured for a period of 15 days following notice given by it under this Section 20, the other party may thereafter terminate this Agreement on three days' notice.

27. **Arbitration**. Notwithstanding the foregoing, any dispute arising out of, under or relating to this

Agreement, whether in contract, tort, equity or otherwise, and whether relating to the meaning, interpretation, effect, validity, performance or enforcement of this Agreement, including the determination of the scope or applicability of this agreement to arbitrate, shall be resolved by binding arbitration with the arbitration to be conducted in Los Angeles, California and administered by Judicial Arbitration and Mediation Services, Inc., or its successor, pursuant to its Comprehensive Arbitration Rules and Procedures and in accordance with the Expedited Procedures in those Rules. Both the foregoing agreement of the parties to arbitrate any and all such disputes, claims and controversies, and the results, determinations, findings, judgments and/or awards rendered through any such arbitration shall be final and binding on the parties and may be specifically enforced by legal proceedings in any court of competent jurisdiction.This clause shall not preclude parties from seeking provisional remedies in aid of arbitration from a court of appropriate jurisdiction.The arbitrator shall follow any applicable federal law and California state law (with respect to all matters of substantive law) in rendering an award.

28. **Attorneys' Fees**. If any party brings an action or proceeding (including arbitration) involving this Agreement whether founded in tort, contract or equity, or to declare rights hereunder, the Prevailing Party (as hereafter defined) in any such proceeding, action, or appeal thereon, shall be entitled to reasonable attorneys' fees and costs. Such fees may be awarded in the same suit or recovered in a separate suit, whether or not such action or proceeding is pursued to decision or judgment. The term "***Prevailing Party***" shall include, without limitation, a party who substantially obtains or defeats the relief sought, as the case may be, whether by compromise, settlement, judgment, or the abandonment by the other party of its claim or defense. The attorneys' fees award shall not be computed in accordance with any court fee schedule but shall be such as to fully reimburse all attorneys' fees reasonably incurred.

29. **Miscellaneous**. This Agreement may not be amended except in writing signed by each of the parties. Failure to exercise any right under this Agreement shall not constitute a waiver of such right. If a court or arbitrator holds any provision of this Agreement to be invalid, unenforceable, or void, the remainder of this Agreement shall remain in full force and effect. The rule that a contract is to be construed against the party drafting the contract is hereby waived and shall have no applicability in construing this Agreement or the terms hereof.Furthermore, this Agreement shall be construed as a whole, according to its fair meaning, and not in favor of or against any party. This Agreement may be executed in multiple counterparts. Signatures to this Agreement may be communicated **WHEREFORE**, the parties have duly executed this Agreement as of the dates set forth under their respective signatures.

'SCHOOL'

TEACH Academy of Technologies
TEACH Tech Charter High School
TEACH Preparatory Elementary School
Name of School

'TOR'

TEACHERS ON RESERVE LLC
a California limited liability corporation

NA

Signature

NA
School Administrator Name

NA
Title of School Representative

7/21/2025
Date

By

Diane Ventura

Diane Ventura, CEO

Teachers on Reserve LLC

25350 Magic Mountain Parkway St.300
Valencia, CA 91355
Attention: Diane Ventura, CEO

7/21/2025
Date

Teachers ON RESERVE

Substitute Teacher RATE SHEET

Substitute Rates for California (Per Hour)

4-hour minimum per day

	Day-to-Day	Long-Term*
CA Credentialed Teacher *B.A./B.S. Degree or higher,* *CA Teaching Credential or Permit (30-Day, Multiple or Single Subject)*	$60.54	$64.54
Non Credentialed K-12 Teacher *B.A./B.S. Degree or higher,* *K-12th Self-Contained, Single Subject Classroom or specialist*	$54.32	$58.32
SPECIAL EDUCATION		
Non Credentialed Special Education Teacher *B.A./B.S. Degree or higher,* *Experience teaching Special Education students*	$56.01	$60.01
CA Credentialed Teacher w/Special Ed Experience *B.A./B.S. Degree or higher,* *CA Teaching Credential or Permit (30-Day, Multiple or Single Subject)* *Experience teaching Special Education students*	$67.23	$71.23
CA Special Education Credential *B.A./B.S. Degree or higher,* *CA Special Education Credential*	$83.68	$87.68
PRESCHOOL		
Preschool Teacher *Required Child Development Units*	$42.29	$46.29
Infant Toddler Teacher *Infant Toddler Units plus required Child Development Units*	$43.35	$47.35
Preschool Special Education Teacher *Required Child Development Units*	$43.63	$47.63
CTC Certificated Preschool Teacher *CA Children's Development Permit*	$55.20	$59.20
Preschool Teacher w/ Bachelor's Degree *Required Child Development Units & B.A./B.S*	$55.20	$59.20
Preschool Director *CTC certificated preschool site supervisor or program director*	$66.79	$70.79

*Long-term assignments are more than 10 continuous days covering for the same teacher/grade level/subject.

Rates effective July 1, 2024 Subject to change with notification

© 2024 Teachers On Reserve

1PCS

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The Aptus Group, Inc.

Staffing Agreement

The Aptus Group Inc., with its principal office located at 7631 Somerset Boulevard, Paramount, CA 90723 ("APTUS"), and TEACH Preparatory Elementary located at: 8505 S. Western Ave., Los Angeles, CA 90047 ("Client") agree to the terms and conditions set forth in this Staffing Agreement (the "Agreement"). APTUS and Client may be referred to as the "Party" in the singular or collectively as the "Parties".

Term of the Agreement

1. This Agreement shall commence on July 1st, 2025 (the "Effective Date") and shall continue until June 30th, 2026 (the "Term").

2. The Agreement may be terminated by either Party upon twenty (20) Business Days written notice to the other party or at any time by mutual written agreement of the Parties. Each Party reserves the right to immediately terminate this Agreement if a Party becomes bankrupt or insolvent, discontinues operations, fails to make any payments, or breaches any other material term, condition, or duty under this Agreement.

APTUS

Duties and Responsibilities

3. APTUS will:

   a. Recruit, screen, interview, hire, and assign its employees ("Assigned Employees") to perform the type of work described on Exhibit A ("Services and Compensation Rates") under Client's supervision at Client's locations and will, as the common law employer of Assigned Employees, be responsible for the following:

   b. Pay Assigned Employees' wages and provide them with the benefits that APTUS offers to them;

   c. Pay, withhold, and transmit payroll taxes; provide unemployment insurance and workers' compensation benefits; and handle unemployment and workers' compensation claims involving Assigned Employees;

   d. Require Assigned Employees to sign an agreement (in the form of Exhibit C) acknowledging that they are not entitled to holidays, vacations, disability benefits, insurance, pensions, or retirement plans, or any other benefits offered or provided by Client; and

   e. Comply with federal, state and local labor and employment laws applicable to Assigned Employees, including the Immigration Reform and Control Act of 1986; the Internal Revenue Code ("Code"); the Employee Retirement Income Security Act ("ERISA"); the Health Insurance Portability and Accountability Act ("HIPAA"); the Family and Medical Leave Act; Title VII of the Civil Rights Act of 1964; the Americans with Disabilities Act; the Fair Labor Standards Act; the Consolidated Omnibus Budget Reconciliation Act ("COBRA"); the Uniformed Services Employment and Reemployment Rights Act of 1994; California's Fair Employment and Housing Act; Family Educational Rights and Privacy Act ("FERPA"), and the Patient Protection and Affordable Care Act (ACA).

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f. Right to Control. APTUS, as the common law employer, has the right to physically inspect the work site and work processes; to review and address, unilaterally or in coordination with Client, Assigned Employee work performance issues and to enforce APTUS' employment policies relating to Assigned Employee conduct at the worksite.

g. Maintain a Non-Public Agency certification by the California Department of Education.

h. At its own expense, APTUS will perform the following types of background/qualification checks for its employees whom it selects for assignment to Client.

   i. All APTUS Assigned Employees under this Agreement will hold a California certification or license if appropriate and/or required for providing the requested service.

   ii. APTUS will certify that Assigned Employees receive mandatory instruction and trainings pursuant to California law.

   iii. APTUS shall conduct criminal background checks on all Assigned Employees through the Department of Justice ("DOJ") and Federal Bureau of Investigation ("FBI") as required by applicable law and certify that no Assigned Employees working with students have been convicted or are under investigation for the commission of a violent or serious felony (as defined by applicable law).

   iv. APTUS shall ensure that Assigned Employees have undergone a tuberculosis ("TB") risk assessment and clearance as non-infectious within 60 days of an employee's hire date in accordance with the California Education Code. APTUS shall maintain records of all TB assessments.

   v. APTUS makes no warranty or guaranty concerning Assigned Employees' abilities or performance, and Client will exercise its independent judgment in accepting and retaining Assigned Employees for assignment.

Client
Duties and Responsibilities

4. Client will
   a. Properly supervise Assigned Employees performing its work and be responsible for its business operations, products, services, and intellectual property;

   b. Provide Assigned Employees with a safe work site and provide appropriate information, training, and safety equipment with respect to any hazardous substances or conditions to which they may be exposed at the work site;

   c. Notify and obtain written approval from APTUS prior to changing Assigned Employees' job duties or responsibilities;

   d. Exclude Assigned Employees from Client's benefit plans, policies, and practices, and not make any offer or promise relating to Assigned Employees' compensation or benefits;

   e. Provide a copy of the school calendar and bell schedule upon the commencement of this Agreement identifying all Reporting Days, meaning days where Assigned Employees shall report to work.

   f. Notify Aptus immediately if an Assigned Employee is injured/reports an injury or makes a complaint about discrimination, harassment, or retaliation.

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g. Ensure that Assigned Employees are provided with meal periods and rest breaks as required by California law. Should Client fail to provide mandated meal periods and/or rest breaks as required by this Section, Client will be invoiced and responsible for paying all associated meal period and rest break premiums as provided in Section 11 below.

Compensation, Payment Terms and Fees

5. APTUS will bill Client for its performance at the rates set forth in Exhibit A and any additional costs or fees set forth in this Agreement. APTUS will invoice Client for services provided under this Agreement on a weekly basis, two weeks after services are rendered. Payment is due within thirty (30) calendar days of the invoice date. Invoices will be supported by the pertinent time sheets for documenting time worked by the Assigned Employees.

6. If Client disputes any portion of an invoice, Client must notify APTUS in writing within (15) calendar days of the invoice date and pay the undisputed amount. Failure to so notify APTUS of any objections will constitute acceptance of invoice and waiver by Client of such objections.

7. For payments not received within the maturity date as described in paragraph 5 above, Client will incur a late payment charge of three percent (3%) on the outstanding balance on the first day the invoice becomes overdue. Additionally, a three percent (3%) interest charge, compounded monthly, will be applied to all outstanding balances until paid in full, or the maximum legal rate, whichever is lower. Any and all costs incurred in collecting past due amounts, including attorney fees, court fees, and dispute resolution fees, will be paid by Client.

8. APTUS reserves the right to suspend services to Client when outstanding invoices are more than sixty (60) days past due.

9. Client understands and agrees that APTUS invests substantial resources in recruiting and training its employees. Unless otherwise agreed in writing by both parties, Client must pay a conversion fee in the around set forth in Exhibit D to this Agreement ("Conversion Fee Charts") if Client uses any type of services of any Assigned Employee as its direct employee, as an independent contractor, or through any person or firm other than APTUS during the assignment or within twelve (12) months after the last day of the assignment.

10. Assigned Employees are presumed to be nonexempt from laws requiring premium pay for overtime, holiday work, or weekend work. APTUS will bill Client special rates for premium work time only when an Assigned Employee's work on assignment to Client, viewed by itself, would legally require premium pay and Client has authorized, directed, or allowed the Assigned Employee to work such premium work time. Client's special billing rate for premium hours will be the same multiple of the regular billing rate as APTUS is required to apply to the Assigned Employee's regular pay rate.

11. If Client's duty to pay meal period and/or rest break premiums is triggered under Section 4g, Client will be invoiced for and shall pay those premiums at the same multiple of the regular billing rate as APTUS is required to apply to the Assigned Employee's regular pay rate.

12. Pricing for services provided under this Agreement does not include travel expenses that may be incurred in the performance of the services. Client shall reimburse APTUS for ordinary and necessary business expenses incurred by an APTUS employee in the course of completing the Client´s work assignments at the current reimbursable mileage IRS rate. Assigned Employee travel time will be included as part of the amounts payable by Client for any services rendered under this Agreement.

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Insurance

13. AGENCY will, at its own expense, provide and keep in full force and effect during the term of this Agreement the following kinds and minimum amounts of insurance. All limits may be met by a combination of primary and excess (umbrella) policies:

    i. WORKERS' COMPENSATION statutory coverage as required by the laws of the jurisdiction in which the services are performed;

    ii. EMPLOYER'S LIABILITY insurance with a limit of not less than $1,000,000 each accident, each employee;

    iii. COMMERCIAL GENERAL LIABILITY insurance, including personal injury and broad form property damage, with a $1,000,000 per single occurrence limit and $3,000,000 annual aggregate limit;

    iv. BUSINESS AUTO LIABILITY (where applicable) insurance for owned, hired and non-owned vehicles with a combined single limit of not less than $1,000,000 per occurrence;

    v. SEXUAL OR PHYSICAL ABUSE OR MOLESTATION LIABILITY insurance for $1,000,000 per claim and $2,000,000 aggregate covering AGENCY's liability for claims made by employees alleging discrimination, wrongful termination, harassment and other employment-related matters;

    vi. PROFESSIONAL LIABILITY/ERRORS & OMISSIONS insurance at a limit of not less than $1,000,000 per claim covering liability related to delivery of the AGENCY's services and $3,000,000 annual aggregate limit; and

    vii. UMBRELLA OR EXCESS LIABILITY insurance coverage at a minimum of $2,000,000 per occurrence. Such Umbrella Liability Insurance shall follow form and attach to the limit of the underlying primary liability policies for employer's liability, commercial general liability and business auto liability.

14. Client will, at its own expense, provide and keep in full force and effect during the term of this Agreement all required insurance as required by all applicable legal requirements.

Cooperation

15. The Parties agree to cooperate and to assist the other Party in the investigation and resolution of any complaints, claims, actions, or proceedings that may be brought by or that may involve Assigned Employees

Indemnification and Limitation of Liability

16. To the extent permitted by law, APTUS agrees to defend, indemnify, and hold Client harmless from claims. losses, and liabilities (including reasonable attorneys' fees) to the extent caused by: APTUS's breach of this Agreement; APTUS's failure to discharge its duties as set forth in Section 3; or the negligence, gross negligence, or willful misconduct of APTUS or APTUS's officers, internal employees, or authorized agents in the discharge of those duties and responsibilities.

17. To the extent permitted by law, Client agrees to defend, indemnify, and hold APTUS, its affiliates, directors, officers, owners, trustees, employees, agents and, representatives harmless from claims, losses, and liabilities (including reasonable attorneys' fees) to the extent caused by: Client's breach

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of this Agreement; Client's failure to discharge its duties as set forth in Section 4; Client's failure to comply with an applicable federal, state, or local laws; or the negligence, gross negligence, or willful misconduct of Client or Client's officers, employees, authorized agents, or subcontractors (other than APTUS).

18. Client and APTUS each agree that they shall only be liable to the other Party under this section for the proportionate liability or relative share of fault allocated to such Party based on the acts or omissions of itself or its employees.

19. Neither Party shall be liable for, or be required to indemnify the other Party for, any incidental, consequential, exemplary, special, punitive, or lost profit damages that arise in connection with this Agreement, regardless of the form of action. In no circumstance shall APTUS be liable for an amount exceeding, in total, the lesser of $10,000 or the sum paid by the Client to APTUS within the two months directly preceding the occurrence leading to the liability.

20. As a condition precedent to indemnification, the Party seeking indemnification will inform the other party within ten (10) Business Days after it receives notice of any claim, loss, liability, or demand for which it seeks indemnification from the other Party; and the Party seeking indemnification will cooperate in the investigation and defense of any such matter.

21. If the Indemnified Party desires to participate in the defense of a claim being defended by the Indemnifying Party, it may do so at its sole cost and expense, provided that the Indemnifying Party shall retain control over such defense.

22. The provisions in paragraphs 16 through 22 of this Agreement constitute the complete agreement between the Parties with respect to indemnification, and each Party waives its right to assert any common-law indemnification or contribution claim against the other Party.

Nature of Relationship

23. The services that APTUS will render to Client under this Agreement will be as an independent contractor. Nothing contained in this Agreement will be construed to create any actual or apparent agency, partnership, franchise, or relationship of employer and employee between the Parties.

Confidentiality

24. Both Parties may receive information that is proprietary to or confidential to the other Party or its affiliated companies and their clients including, without limitation, policies, procedures, operating manuals, software, business plans, contractual arrangements, budgets, financial information, student and/or patient records and employee information. Both Parties agree to hold such information in strict confidence and not to disclose such information to third parties or to use such information for any purpose whatsoever other than performing under this Agreement, the defense of any claim or threatened claim against APTUS or Assigned Employees, the resolution of billing disputes or as required by law. No knowledge, possession, or use of Client's confidential information will be imputed to APTUS as a result of Assigned Employees' access to such information.

Miscellaneous

25. The official text and prevailing language of this Agreement and any appendices, exhibits and schedules hereto, or any notice given or accounts or statements required by this Agreement, shall be in English. Any work product documents including but not limited to updates, progress reports, and annual reports, will be issued in English only. If Client requests a document to be translated to a different language, additional fees will apply.

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26. Neither Party will be responsible for failure or delay in performance of this Agreement if the failure or delay is due to labor disputes, strikes, fire, riot, war, terrorism, acts of God, or any other causes beyond the control of the non-performing party.

27. The Parties intend that the benefits of this Agreement shall inure only to APTUS and Client and not to any third person.

28. This Agreement and the exhibits attached to it contain the entire understanding between the Parties and supersede all prior agreements, whether written or oral, relating to the subject matter of the Agreement.

29. The provisions of this Agreement will inure to the benefit of and be binding on the Parties and their respective representatives, successors, and assigns.

30. Client will not transfer or assign this Agreement without APTUS' written consent.

31. This Agreement and any amendments thereto, may be executed in counterparts, each of which shall constitute an original document, but which together shall constitute one and the same instrument.

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35. No provision of this Agreement may be amended or waived unless agreed to in writing and signed by both Parties.

36. If any provision of this Agreement is held by a court of competent jurisdiction to be invalid or unenforceable, the remaining provisions shall remain in full force and effect.

37. The Parties shall take such actions and execute and deliver such further documentation as may reasonably be required in order to give effect to the transactions contemplated by this Agreement.

38. Except for actions seeking injunctive relief, any controversy, claim, or dispute arising or relating to this Agreement, or the construction, interpretation, breach, termination, and enforceability or validity thereof, shall be resolved by binding arbitration under the Federal Arbitration Act before either JAMS or ADR Services, Inc. The venue for such arbitration shall be in Los Angeles, California. The arbitrator will have no authority to change any of the terms of this Agreement. All decisions of the arbitrator shall be final and binding upon the Parties. The arbitrator shall not award punitive damages. Judgment upon any award rendered by the arbitrator may be entered in any court of competent jurisdiction.

39. In any legal or arbitration proceeding involving any dispute or claim arising out of or related to this Agreement, the prevailing party in such proceeding shall recover reasonable attorneys' fees and costs incurred in connection with any such proceeding in addition to any other relief awarded and shall recover the prevailing party's share of the arbitrator's fees and other costs of the arbitration.

40. Provisions of this Agreement, which by their terms extend beyond the termination or nonrenewal of this Agreement, will remain effective after termination or nonrenewal.

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Authorized representatives of the Parties have executed this Agreement below to express the Parties' agreement to its terms.

The Aptus Group	**TEACH Preparatory Elementary**
Full Name, Title	Full Name, Title
Email	Email
Phone Number	Phone Number
Signature	Signature
Date	Date

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Exhibit A

Services and Bill Rates

Specialists	Rate per Hour
Adapted Physical Education Specialist	$120/hr.
Occupational Therapist	$134/hr.
Speech and Language Pathologist	$128/hr.
Behavior Intervention Development (BID) Provider	$131/hr.
Board Certified Behavioral Analyst (BCBA)	$131/hr.
School Psychologist (PPS, LEP)	$131/hr.
ERICS/ERMHS Provider (PPS, LEP, LMFT, LCSW, or licensed clinical counselor)	$131/hr.
School Counselor (LMFT, LPCC, LCSW, or PPS)	$109/hr.
Assistive Technology (AT) and Augmentative and Alternative Communication (AAC)	$175/hr.

Credentialed Staff	Rate per Hour
Substitute Teacher	$54/hr.
General Education Teacher (MS, SS)	$82/hr.
Education Specialist (M/S or M/M)	$92/hr.
Credentialed School Administrator	$165/hr.

Nurses	Rate per Hour
Credentialed School Nurse	$126/hr.
Registered Nurse (RN)	$87/hr.
Licensed Vocational Nurse (LVN)	$67/hr.
Certified Nursing Assistant (CNA)	$46/hr.

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Classified Staff	Rate per Hour
Certified Occupational Therapy Assistant (COTA)	$92/hr.
Speech and Language Pathology Aide (SLPA)	$85/hr.
Behavior Intervention Implementer (BII)	$53/hr.
Special Education Aide	$41/hr.
Other Staff (TA, Tutor, etc.)	$41/hr.

Additional services available upon request

Minimum Service Charge

1. There is a 2-hour on-site minimum for all services, except BII and Substitute Teacher, Special Education Aide/Other non-certificated services which have a 5-hour on-site minimum.

Cancellation Fees

2. Client must notify APTUS at least one (1) Business Day in advance if there will be a change in school/student schedule or if the student is absent. Once the Assigned Employee is in-route or on site, Client will be charged reporting time pay.
3. If a meeting is canceled or postponed, Client must inform Assigned Employee at least one day in advance. If Client fails to do so, they will be charged a cancellation fee equal to 1 hour of the Assigned Employee's bill rate.

Rush Rate

4. If Client requests an assessment to be completed in less than 40 calendar days or less of the required deadline, Client will be charged a rush rate of an additional $40 per hour.

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Exhibit B

Special Education Services

Record Sharing

1. Client will provide APTUS with student records, as may be reasonably necessary for the proper provision of the Services.

Parent/Guardian Consent

2. In accordance with Federal laws, Services will be provided by Assigned Employees once IEP or another form of parent/guardian consent, such as a 504 Plan, is verified.

Assessments

3. Upon written request by Client and documentation of parent/guardian consent, APTUS assessment services shall include:

a. **Evaluation**: Assigned Employees shall conduct evaluations including initial, tri-annual, or re-evaluation IEP to determine eligibility.

b. **IEP Meeting Attendance**: Requests for Assigned Employees' attendance at an IEP meeting must be made in writing no less than ten (10) Business Days before the meeting. If the IEP meeting is canceled or postponed, Client must inform Assigned Employeeat least one (1) Business Day in advance. If Client fails to do so, they will be charged a cancellation fee equal to 1 hour of the Assigned Employee's bill rate.

c. **Report**: APTUS will provide a written report of such assessments in compliance with Federal and State laws and regulations. Reports will be supplied to Client at least five (5) Business Days before the meeting date indicated at the time of the request.

Service Implementation

4. Upon written request by Client and receipt by APTUS of documentation of parent/guardian consent, APTUS shall provide special education services to Client's eligible students, which shall include, but is not limited to the following:

a. Review of IEP and/or related student records
b. Direct services addressing goals/objectives as indicated in IEP
c. Documentation of Services via Service Tracking in the IEP Management System
d. Monitoring of progress towards achievement of related goals/objectives

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Exhibit C

Sample Benefits Waiver for Assigned Employees

In consideration of my assignment to _____ ("Client") by APTUS, I agree that I am solely an employee of APTUS for benefits plan purposes and that I am eligible only for such benefits as APTUS may offer to me as its employee. I further understand and agree that I am not eligible for or entitled to participate in or make any claim upon any benefit plan, policy, or practice offered by Client, its parents, affiliates, subsidiaries, or successors to any of their direct employees, regardless of the length of my assignment to Client by APTUS and regardless of whether I am held to be a common-law employee of Client for any purpose; and therefore, with full knowledge and understanding, I hereby expressly waive any claim or right that I may have, now or in the future, to such benefits and agree not to make any claim for such benefits.

EMPLOYEE	WITNESS
Signature	Signature
Printed Name	Printed Name
Date	Date

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Exhibit D

Conversion Fee Charts

Category A

Adapted Physical Education (APE)	$12,000
Occupational Therapist (OT)	
Certified Occupational Therapy Assistant (COTA)	
Speech and Language Pathologist (SLP)	
Speech and Language Pathology Aide (SLPA)	
Board Certified Behavioral Analyst (BCBA)	
School Psychologist	
Credentialed School Nurse	

Category B

School Counselor	$9,000
Substitute Teacher	
Specialized Academic Instruction	
Registered Nurse (RN)	
Licensed Vocational Nurse (LVN)	

Category C

Behavior Intervention Implementation (BII)	$6,000
Classified Employees	
Certified Nursing Assistant (CNA)	

The Aptus Group, Inc.

Staffing Agreement

The Aptus Group Inc., with its principal office located at 7631 Somerset Boulevard, Paramount, CA 90723 ("APTUS"), and TEACH Academy of Technologies located at: 10000 S. Western Ave., Los Angeles, CA 90047 ("Client") agree to the terms and conditions set forth in this Staffing Agreement (the "Agreement"). APTUS and Client may be referred to as the "Party" in the singular or collectively as the "Parties".

Term of the Agreement

1. This Agreement shall commence on July 1st, 2025 (the "Effective Date") and shall continue until June 30th, 2026 (the "Term").

2. The Agreement may be terminated by either Party upon twenty (20) Business Days written notice to the other party or at any time by mutual written agreement of the Parties. Each Party reserves the right to immediately terminate this Agreement if a Party becomes bankrupt or insolvent, discontinues operations, fails to make any payments, or breaches any other material term, condition, or duty under this Agreement.

APTUS

Duties and Responsibilities

3. APTUS will:

   a. Recruit, screen, interview, hire, and assign its employees ("Assigned Employees") to perform the type of work described on Exhibit A ("Services and Compensation Rates") under Client's supervision at Client's locations and will, as the common law employer of Assigned Employees, be responsible for the following:

   b. Pay Assigned Employees' wages and provide them with the benefits that APTUS offers to them;

   c. Pay, withhold, and transmit payroll taxes; provide unemployment insurance and workers' compensation benefits; and handle unemployment and workers' compensation claims involving Assigned Employees;

   d. Require Assigned Employees to sign an agreement (in the form of Exhibit C) acknowledging that they are not entitled to holidays, vacations, disability benefits, insurance, pensions, or retirement plans, or any other benefits offered or provided by Client; and

   e. Comply with federal, state and local labor and employment laws applicable to Assigned Employees, including the Immigration Reform and Control Act of 1986; the Internal Revenue Code ("Code"); the Employee Retirement Income Security Act ("ERISA"); the Health Insurance Portability and Accountability Act ("HIPAA"); the Family and Medical Leave Act; Title VII of the Civil Rights Act of 1964; the Americans with Disabilities Act; the Fair Labor Standards Act; the Consolidated Omnibus Budget Reconciliation Act ("COBRA"); the Uniformed Services Employment and Reemployment Rights Act of 1994; California's Fair Employment and Housing Act; Family Educational Rights and Privacy Act ("FERPA"), and the Patient Protection and Affordable Care Act (ACA).

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f. Right to Control. APTUS, as the common law employer, has the right to physically inspect the work site and work processes; to review and address, unilaterally or in coordination with Client, Assigned Employee work performance issues and to enforce APTUS' employment policies relating to Assigned Employee conduct at the worksite.

g. Maintain a Non-Public Agency certification by the California Department of Education.

h. At its own expense, APTUS will perform the following types of background/qualification checks for its employees whom it selects for assignment to Client.

   i. All APTUS Assigned Employees under this Agreement will hold a California certification or license if appropriate and/or required for providing the requested service.

   ii. APTUS will certify that Assigned Employees receive mandatory instruction and trainings pursuant to California law.

   iii. APTUS shall conduct criminal background checks on all Assigned Employees through the Department of Justice ("DOJ") and Federal Bureau of Investigation ("FBI") as required by applicable law and certify that no Assigned Employees working with students have been convicted or are under investigation for the commission of a violent or serious felony (as defined by applicable law).

   iv. APTUS shall ensure that Assigned Employees have undergone a tuberculosis ("TB") risk assessment and clearance as non-infectious within 60 days of an employee's hire date in accordance with the California Education Code. APTUS shall maintain records of all TB assessments.

   v. APTUS makes no warranty or guaranty concerning Assigned Employees' abilities or performance, and Client will exercise its independent judgment in accepting and retaining Assigned Employees for assignment.

Client
Duties and Responsibilities

4. Client will
   a. Properly supervise Assigned Employees performing its work and be responsible for its business operations, products, services, and intellectual property;

   b. Provide Assigned Employees with a safe work site and provide appropriate information, training, and safety equipment with respect to any hazardous substances or conditions to which they may be exposed at the work site;

   c. Notify and obtain written approval from APTUS prior to changing Assigned Employees' job duties or responsibilities;

   d. Exclude Assigned Employees from Client's benefit plans, policies, and practices, and not make any offer or promise relating to Assigned Employees' compensation or benefits;

   e. Provide a copy of the school calendar and bell schedule upon the commencement of this Agreement identifying all Reporting Days, meaning days where Assigned Employees shall report to work.

   f. Notify Aptus immediately if an Assigned Employee is injured/reports an injury or makes a complaint about discrimination, harassment, or retaliation.

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g. Ensure that Assigned Employees are provided with meal periods and rest breaks as required by California law. Should Client fail to provide mandated meal periods and/or rest breaks as required by this Section, Client will be invoiced and responsible for paying all associated meal period and rest break premiums as provided in Section 11 below.

Compensation, Payment Terms and Fees

5. APTUS will bill Client for its performance at the rates set forth in Exhibit A and any additional costs or fees set forth in this Agreement. APTUS will invoice Client for services provided under this Agreement on a weekly basis, two weeks after services are rendered. Payment is due within thirty (30) calendar days of the invoice date. Invoices will be supported by the pertinent time sheets for documenting time worked by the Assigned Employees.

6. If Client disputes any portion of an invoice, Client must notify APTUS in writing within (15) calendar days of the invoice date and pay the undisputed amount. Failure to so notify APTUS of any objections will constitute acceptance of invoice and waiver by Client of such objections.

7. For payments not received within the maturity date as described in paragraph 5 above, Client will incur a late payment charge of three percent (3%) on the outstanding balance on the first day the invoice becomes overdue. Additionally, a three percent (3%) interest charge, compounded monthly, will be applied to all outstanding balances until paid in full, or the maximum legal rate, whichever is lower. Any and all costs incurred in collecting past due amounts, including attorney fees, court fees, and dispute resolution fees, will be paid by Client.

8. APTUS reserves the right to suspend services to Client when outstanding invoices are more than sixty (60) days past due.

9. Client understands and agrees that APTUS invests substantial resources in recruiting and training its employees. Unless otherwise agreed in writing by both parties, Client must pay a conversion fee in the around set forth in Exhibit D to this Agreement ("Conversion Fee Charts") if Client uses any type of services of any Assigned Employee as its direct employee, as an independent contractor, or through any person or firm other than APTUS during the assignment or within twelve (12) months after the last day of the assignment.

10. Assigned Employees are presumed to be nonexempt from laws requiring premium pay for overtime, holiday work, or weekend work. APTUS will bill Client special rates for premium work time only when an Assigned Employee's work on assignment to Client, viewed by itself, would legally require premium pay and Client has authorized, directed, or allowed the Assigned Employee to work such premium work time. Client's special billing rate for premium hours will be the same multiple of the regular billing rate as APTUS is required to apply to the Assigned Employee's regular pay rate.

11. If Client's duty to pay meal period and/or rest break premiums is triggered under Section 4g, Client will be invoiced for and shall pay those premiums at the same multiple of the regular billing rate as APTUS is required to apply to the Assigned Employee's regular pay rate.

12. Pricing for services provided under this Agreement does not include travel expenses that may be incurred in the performance of the services. Client shall reimburse APTUS for ordinary and necessary business expenses incurred by an APTUS employee in the course of completing the Client´s work assignments at the current reimbursable mileage IRS rate. Assigned Employee travel time will be included as part of the amounts payable by Client for any services rendered under this Agreement.

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Insurance

13. AGENCY will, at its own expense, provide and keep in full force and effect during the term of this Agreement the following kinds and minimum amounts of insurance. All limits may be met by a combination of primary and excess (umbrella) policies:

    i. WORKERS' COMPENSATION statutory coverage as required by the laws of the jurisdiction in which the services are performed;

    ii. EMPLOYER'S LIABILITY insurance with a limit of not less than $1,000,000 each accident, each employee;

    iii. COMMERCIAL GENERAL LIABILITY insurance, including personal injury and broad form property damage, with a $1,000,000 per single occurrence limit and $3,000,000 annual aggregate limit;

    iv. BUSINESS AUTO LIABILITY (where applicable) insurance for owned, hired and non-owned vehicles with a combined single limit of not less than $1,000,000 per occurrence;

    v. SEXUAL OR PHYSICAL ABUSE OR MOLESTATION LIABILITY insurance for $1,000,000 per claim and $2,000,000 aggregate covering AGENCY's liability for claims made by employees alleging discrimination, wrongful termination, harassment and other employment-related matters;

    vi. PROFESSIONAL LIABILITY/ERRORS & OMISSIONS insurance at a limit of not less than $1,000,000 per claim covering liability related to delivery of the AGENCY's services and $3,000,000 annual aggregate limit; and

    vii. UMBRELLA OR EXCESS LIABILITY insurance coverage at a minimum of $2,000,000 per occurrence. Such Umbrella Liability Insurance shall follow form and attach to the limit of the underlying primary liability policies for employer's liability, commercial general liability and business auto liability.

14. Client will, at its own expense, provide and keep in full force and effect during the term of this Agreement all required insurance as required by all applicable legal requirements.

Cooperation

15. The Parties agree to cooperate and to assist the other Party in the investigation and resolution of any complaints, claims, actions, or proceedings that may be brought by or that may involve Assigned Employees

Indemnification and Limitation of Liability

16. To the extent permitted by law, APTUS agrees to defend, indemnify, and hold Client harmless from claims. losses, and liabilities (including reasonable attorneys' fees) to the extent caused by: APTUS's breach of this Agreement; APTUS's failure to discharge its duties as set forth in Section 3; or the negligence, gross negligence, or willful misconduct of APTUS or APTUS's officers, internal employees, or authorized agents in the discharge of those duties and responsibilities.

17. To the extent permitted by law, Client agrees to defend, indemnify, and hold APTUS, its affiliates, directors, officers, owners, trustees, employees, agents and, representatives harmless from claims, losses, and liabilities (including reasonable attorneys' fees) to the extent caused by: Client's breach

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of this Agreement; Client's failure to discharge its duties as set forth in Section 4; Client's failure to comply with an applicable federal, state, or local laws; or the negligence, gross negligence, or willful misconduct of Client or Client's officers, employees, authorized agents, or subcontractors (other than APTUS).

18. Client and APTUS each agree that they shall only be liable to the other Party under this section for the proportionate liability or relative share of fault allocated to such Party based on the acts or omissions of itself or its employees.

19. Neither Party shall be liable for, or be required to indemnify the other Party for, any incidental, consequential, exemplary, special, punitive, or lost profit damages that arise in connection with this Agreement, regardless of the form of action. In no circumstance shall APTUS be liable for an amount exceeding, in total, the lesser of $10,000 or the sum paid by the Client to APTUS within the two months directly preceding the occurrence leading to the liability.

20. As a condition precedent to indemnification, the Party seeking indemnification will inform the other party within ten (10) Business Days after it receives notice of any claim, loss, liability, or demand for which it seeks indemnification from the other Party; and the Party seeking indemnification will cooperate in the investigation and defense of any such matter.

21. If the Indemnified Party desires to participate in the defense of a claim being defended by the Indemnifying Party, it may do so at its sole cost and expense, provided that the Indemnifying Party shall retain control over such defense.

22. The provisions in paragraphs 16 through 22 of this Agreement constitute the complete agreement between the Parties with respect to indemnification, and each Party waives its right to assert any common-law indemnification or contribution claim against the other Party.

Nature of Relationship

23. The services that APTUS will render to Client under this Agreement will be as an independent contractor. Nothing contained in this Agreement will be construed to create any actual or apparent agency, partnership, franchise, or relationship of employer and employee between the Parties.

Confidentiality

24. Both Parties may receive information that is proprietary to or confidential to the other Party or its affiliated companies and their clients including, without limitation, policies, procedures, operating manuals, software, business plans, contractual arrangements, budgets, financial information, student and/or patient records and employee information. Both Parties agree to hold such information in strict confidence and not to disclose such information to third parties or to use such information for any purpose whatsoever other than performing under this Agreement, the defense of any claim or threatened claim against APTUS or Assigned Employees, the resolution of billing disputes or as required by law. No knowledge, possession, or use of Client's confidential information will be imputed to APTUS as a result of Assigned Employees' access to such information.

Miscellaneous

25. The official text and prevailing language of this Agreement and any appendices, exhibits and schedules hereto, or any notice given or accounts or statements required by this Agreement, shall be in English. Any work product documents including but not limited to updates, progress reports, and annual reports, will be issued in English only. If Client requests a document to be translated to a different language, additional fees will apply.

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Authorized representatives of the Parties have executed this Agreement below to express the Parties' agreement to its terms.

The Aptus Group

Full Name, Title

Email

Phone Number

Signature

Date

TEACH Academy of Technologies

Full Name, Title

Email

Phone Number

Signature

Date

aptus Staffing Solutions

Exhibit A

Services and Bill Rates

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4. If Client requests an assessment to be completed in less than 40 calendar days or less of the required deadline, Client will be charged a rush rate of an additional $40 per hour.

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Exhibit B

Special Education Services

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Exhibit C

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EMPLOYEE	WITNESS
Signature	Signature
Printed Name	Printed Name
Date	Date

aptus Staffing Solutions

Exhibit D

Conversion Fee Charts

Category A

Adapted Physical Education (APE)	$12,000
Occupational Therapist (OT)	
Certified Occupational Therapy Assistant (COTA)	
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Speech and Language Pathology Aide (SLPA)	
Board Certified Behavioral Analyst (BCBA)	
School Psychologist	
Credentialed School Nurse	

Category B

School Counselor	$9,000
Substitute Teacher	
Specialized Academic Instruction	
Registered Nurse (RN)	
Licensed Vocational Nurse (LVN)	

Category C

Behavior Intervention Implementation (BII)	$6,000
Classified Employees	
Certified Nursing Assistant (CNA)	

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The Aptus Group, Inc.

Staffing Agreement

The Aptus Group Inc., with its principal office located at 7631 Somerset Boulevard, Paramount, CA 90723 ("APTUS"), and TEACH Tech Charter High located at: 10616 S. Western Ave., Los Angeles, CA 90047 ("Client") agree to the terms and conditions set forth in this Staffing Agreement (the "Agreement"). APTUS and Client may be referred to as the "Party" in the singular or collectively as the "Parties".

Term of the Agreement

1. This Agreement shall commence on July 1st, 2025 (the "Effective Date") and shall continue until June 30th, 2026 (the "Term").

2. The Agreement may be terminated by either Party upon twenty (20) Business Days written notice to the other party or at any time by mutual written agreement of the Parties. Each Party reserves the right to immediately terminate this Agreement if a Party becomes bankrupt or insolvent, discontinues operations, fails to make any payments, or breaches any other material term, condition, or duty under this Agreement.

APTUS

Duties and Responsibilities

3. APTUS will:

   a. Recruit, screen, interview, hire, and assign its employees ("Assigned Employees") to perform the type of work described on Exhibit A ("Services and Compensation Rates") under Client's supervision at Client's locations and will, as the common law employer of Assigned Employees, be responsible for the following:

   b. Pay Assigned Employees' wages and provide them with the benefits that APTUS offers to them;

   c. Pay, withhold, and transmit payroll taxes; provide unemployment insurance and workers' compensation benefits; and handle unemployment and workers' compensation claims involving Assigned Employees;

   d. Require Assigned Employees to sign an agreement (in the form of Exhibit C) acknowledging that they are not entitled to holidays, vacations, disability benefits, insurance, pensions, or retirement plans, or any other benefits offered or provided by Client; and

   e. Comply with federal, state and local labor and employment laws applicable to Assigned Employees, including the Immigration Reform and Control Act of 1986; the Internal Revenue Code ("Code"); the Employee Retirement Income Security Act ("ERISA"); the Health Insurance Portability and Accountability Act ("HIPAA"); the Family and Medical Leave Act; Title VII of the Civil Rights Act of 1964; the Americans with Disabilities Act; the Fair Labor Standards Act; the Consolidated Omnibus Budget Reconciliation Act ("COBRA"); the Uniformed Services Employment and Reemployment Rights Act of 1994; California's Fair Employment and Housing Act; Family Educational Rights and Privacy Act ("FERPA"), and the Patient Protection and Affordable Care Act (ACA).

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f. Right to Control. APTUS, as the common law employer, has the right to physically inspect the work site and work processes; to review and address, unilaterally or in coordination with Client, Assigned Employee work performance issues and to enforce APTUS' employment policies relating to Assigned Employee conduct at the worksite.

g. Maintain a Non-Public Agency certification by the California Department of Education.

h. At its own expense, APTUS will perform the following types of background/qualification checks for its employees whom it selects for assignment to Client.

   i. All APTUS Assigned Employees under this Agreement will hold a California certification or license if appropriate and/or required for providing the requested service.

   ii. APTUS will certify that Assigned Employees receive mandatory instruction and trainings pursuant to California law.

   iii. APTUS shall conduct criminal background checks on all Assigned Employees through the Department of Justice ("DOJ") and Federal Bureau of Investigation ("FBI") as required by applicable law and certify that no Assigned Employees working with students have been convicted or are under investigation for the commission of a violent or serious felony (as defined by applicable law).

   iv. APTUS shall ensure that Assigned Employees have undergone a tuberculosis ("TB") risk assessment and clearance as non-infectious within 60 days of an employee's hire date in accordance with the California Education Code. APTUS shall maintain records of all TB assessments.

   v. APTUS makes no warranty or guaranty concerning Assigned Employees' abilities or performance, and Client will exercise its independent judgment in accepting and retaining Assigned Employees for assignment.

Client
Duties and Responsibilities

4. Client will
   a. Properly supervise Assigned Employees performing its work and be responsible for its business operations, products, services, and intellectual property;

   b. Provide Assigned Employees with a safe work site and provide appropriate information, training, and safety equipment with respect to any hazardous substances or conditions to which they may be exposed at the work site;

   c. Notify and obtain written approval from APTUS prior to changing Assigned Employees' job duties or responsibilities;

   d. Exclude Assigned Employees from Client's benefit plans, policies, and practices, and not make any offer or promise relating to Assigned Employees' compensation or benefits;

   e. Provide a copy of the school calendar and bell schedule upon the commencement of this Agreement identifying all Reporting Days, meaning days where Assigned Employees shall report to work.

   f. Notify Aptus immediately if an Assigned Employee is injured/reports an injury or makes a complaint about discrimination, harassment, or retaliation.

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g. Ensure that Assigned Employees are provided with meal periods and rest breaks as required by California law. Should Client fail to provide mandated meal periods and/or rest breaks as required by this Section, Client will be invoiced and responsible for paying all associated meal period and rest break premiums as provided in Section 11 below.

Compensation, Payment Terms and Fees

5. APTUS will bill Client for its performance at the rates set forth in Exhibit A and any additional costs or fees set forth in this Agreement. APTUS will invoice Client for services provided under this Agreement on a weekly basis, two weeks after services are rendered. Payment is due within thirty (30) calendar days of the invoice date. Invoices will be supported by the pertinent time sheets for documenting time worked by the Assigned Employees.

6. If Client disputes any portion of an invoice, Client must notify APTUS in writing within (15) calendar days of the invoice date and pay the undisputed amount. Failure to so notify APTUS of any objections will constitute acceptance of invoice and waiver by Client of such objections.

7. For payments not received within the maturity date as described in paragraph 5 above, Client will incur a late payment charge of three percent (3%) on the outstanding balance on the first day the invoice becomes overdue. Additionally, a three percent (3%) interest charge, compounded monthly, will be applied to all outstanding balances until paid in full, or the maximum legal rate, whichever is lower. Any and all costs incurred in collecting past due amounts, including attorney fees, court fees, and dispute resolution fees, will be paid by Client.

8. APTUS reserves the right to suspend services to Client when outstanding invoices are more than sixty (60) days past due.

9. Client understands and agrees that APTUS invests substantial resources in recruiting and training its employees. Unless otherwise agreed in writing by both parties, Client must pay a conversion fee in the around set forth in Exhibit D to this Agreement ("Conversion Fee Charts") if Client uses any type of services of any Assigned Employee as its direct employee, as an independent contractor, or through any person or firm other than APTUS during the assignment or within twelve (12) months after the last day of the assignment.

10. Assigned Employees are presumed to be nonexempt from laws requiring premium pay for overtime, holiday work, or weekend work. APTUS will bill Client special rates for premium work time only when an Assigned Employee's work on assignment to Client, viewed by itself, would legally require premium pay and Client has authorized, directed, or allowed the Assigned Employee to work such premium work time. Client's special billing rate for premium hours will be the same multiple of the regular billing rate as APTUS is required to apply to the Assigned Employee's regular pay rate.

11. If Client's duty to pay meal period and/or rest break premiums is triggered under Section 4g, Client will be invoiced for and shall pay those premiums at the same multiple of the regular billing rate as APTUS is required to apply to the Assigned Employee's regular pay rate.

12. Pricing for services provided under this Agreement does not include travel expenses that may be incurred in the performance of the services. Client shall reimburse APTUS for ordinary and necessary business expenses incurred by an APTUS employee in the course of completing the Client´s work assignments at the current reimbursable mileage IRS rate. Assigned Employee travel time will be included as part of the amounts payable by Client for any services rendered under this Agreement.

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Insurance

13. AGENCY will, at its own expense, provide and keep in full force and effect during the term of this Agreement the following kinds and minimum amounts of insurance. All limits may be met by a combination of primary and excess (umbrella) policies:

    i. WORKERS' COMPENSATION statutory coverage as required by the laws of the jurisdiction in which the services are performed;

    ii. EMPLOYER'S LIABILITY insurance with a limit of not less than $1,000,000 each accident, each employee;

    iii. COMMERCIAL GENERAL LIABILITY insurance, including personal injury and broad form property damage, with a $1,000,000 per single occurrence limit and $3,000,000 annual aggregate limit;

    iv. BUSINESS AUTO LIABILITY (where applicable) insurance for owned, hired and non-owned vehicles with a combined single limit of not less than $1,000,000 per occurrence;

    v. SEXUAL OR PHYSICAL ABUSE OR MOLESTATION LIABILITY insurance for $1,000,000 per claim and $2,000,000 aggregate covering AGENCY's liability for claims made by employees alleging discrimination, wrongful termination, harassment and other employment-related matters;

    vi. PROFESSIONAL LIABILITY/ERRORS & OMISSIONS insurance at a limit of not less than $1,000,000 per claim covering liability related to delivery of the AGENCY's services and $3,000,000 annual aggregate limit; and

    vii. UMBRELLA OR EXCESS LIABILITY insurance coverage at a minimum of $2,000,000 per occurrence. Such Umbrella Liability Insurance shall follow form and attach to the limit of the underlying primary liability policies for employer's liability, commercial general liability and business auto liability.

14. Client will, at its own expense, provide and keep in full force and effect during the term of this Agreement all required insurance as required by all applicable legal requirements.

Cooperation

15. The Parties agree to cooperate and to assist the other Party in the investigation and resolution of any complaints, claims, actions, or proceedings that may be brought by or that may involve Assigned Employees

Indemnification and Limitation of Liability

16. To the extent permitted by law, APTUS agrees to defend, indemnify, and hold Client harmless from claims. losses, and liabilities (including reasonable attorneys' fees) to the extent caused by: APTUS's breach of this Agreement; APTUS's failure to discharge its duties as set forth in Section 3; or the negligence, gross negligence, or willful misconduct of APTUS or APTUS's officers, internal employees, or authorized agents in the discharge of those duties and responsibilities.

17. To the extent permitted by law, Client agrees to defend, indemnify, and hold APTUS, its affiliates, directors, officers, owners, trustees, employees, agents and, representatives harmless from claims, losses, and liabilities (including reasonable attorneys' fees) to the extent caused by: Client's breach

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of this Agreement; Client's failure to discharge its duties as set forth in Section 4; Client's failure to comply with an applicable federal, state, or local laws; or the negligence, gross negligence, or willful misconduct of Client or Client's officers, employees, authorized agents, or subcontractors (other than APTUS).

18. Client and APTUS each agree that they shall only be liable to the other Party under this section for the proportionate liability or relative share of fault allocated to such Party based on the acts or omissions of itself or its employees.

19. Neither Party shall be liable for, or be required to indemnify the other Party for, any incidental, consequential, exemplary, special, punitive, or lost profit damages that arise in connection with this Agreement, regardless of the form of action. In no circumstance shall APTUS be liable for an amount exceeding, in total, the lesser of $10,000 or the sum paid by the Client to APTUS within the two months directly preceding the occurrence leading to the liability.

20. As a condition precedent to indemnification, the Party seeking indemnification will inform the other party within ten (10) Business Days after it receives notice of any claim, loss, liability, or demand for which it seeks indemnification from the other Party; and the Party seeking indemnification will cooperate in the investigation and defense of any such matter.

21. If the Indemnified Party desires to participate in the defense of a claim being defended by the Indemnifying Party, it may do so at its sole cost and expense, provided that the Indemnifying Party shall retain control over such defense.

22. The provisions in paragraphs 16 through 22 of this Agreement constitute the complete agreement between the Parties with respect to indemnification, and each Party waives its right to assert any common-law indemnification or contribution claim against the other Party.

Nature of Relationship

23. The services that APTUS will render to Client under this Agreement will be as an independent contractor. Nothing contained in this Agreement will be construed to create any actual or apparent agency, partnership, franchise, or relationship of employer and employee between the Parties.

Confidentiality

24. Both Parties may receive information that is proprietary to or confidential to the other Party or its affiliated companies and their clients including, without limitation, policies, procedures, operating manuals, software, business plans, contractual arrangements, budgets, financial information, student and/or patient records and employee information. Both Parties agree to hold such information in strict confidence and not to disclose such information to third parties or to use such information for any purpose whatsoever other than performing under this Agreement, the defense of any claim or threatened claim against APTUS or Assigned Employees, the resolution of billing disputes or as required by law. No knowledge, possession, or use of Client's confidential information will be imputed to APTUS as a result of Assigned Employees' access to such information.

Miscellaneous

25. The official text and prevailing language of this Agreement and any appendices, exhibits and schedules hereto, or any notice given or accounts or statements required by this Agreement, shall be in English. Any work product documents including but not limited to updates, progress reports, and annual reports, will be issued in English only. If Client requests a document to be translated to a different language, additional fees will apply.

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26. Neither Party will be responsible for failure or delay in performance of this Agreement if the failure or delay is due to labor disputes, strikes, fire, riot, war, terrorism, acts of God, or any other causes beyond the control of the non-performing party.

27. The Parties intend that the benefits of this Agreement shall inure only to APTUS and Client and not to any third person.

28. This Agreement and the exhibits attached to it contain the entire understanding between the Parties and supersede all prior agreements, whether written or oral, relating to the subject matter of the Agreement.

29. The provisions of this Agreement will inure to the benefit of and be binding on the Parties and their respective representatives, successors, and assigns.

30. Client will not transfer or assign this Agreement without APTUS' written consent.

31. This Agreement and any amendments thereto, may be executed in counterparts, each of which shall constitute an original document, but which together shall constitute one and the same instrument.

32. The section headings contained in this Agreement are inserted for convenience only and shall not affect in any way the meaning or interpretation of this Agreement.

33. Any notice or communication will be deemed properly given upon personal delivery, electronic mail or via United States Postal Service or a nationally recognized courier.

34. This Agreement shall be governed by and construed in accordance with the laws of the State of California.

35. No provision of this Agreement may be amended or waived unless agreed to in writing and signed by both Parties.

36. If any provision of this Agreement is held by a court of competent jurisdiction to be invalid or unenforceable, the remaining provisions shall remain in full force and effect.

37. The Parties shall take such actions and execute and deliver such further documentation as may reasonably be required in order to give effect to the transactions contemplated by this Agreement.

38. Except for actions seeking injunctive relief, any controversy, claim, or dispute arising or relating to this Agreement, or the construction, interpretation, breach, termination, and enforceability or validity thereof, shall be resolved by binding arbitration under the Federal Arbitration Act before either JAMS or ADR Services, Inc. The venue for such arbitration shall be in Los Angeles, California. The arbitrator will have no authority to change any of the terms of this Agreement. All decisions of the arbitrator shall be final and binding upon the Parties. The arbitrator shall not award punitive damages. Judgment upon any award rendered by the arbitrator may be entered in any court of competent jurisdiction.

39. In any legal or arbitration proceeding involving any dispute or claim arising out of or related to this Agreement, the prevailing party in such proceeding shall recover reasonable attorneys' fees and costs incurred in connection with any such proceeding in addition to any other relief awarded and shall recover the prevailing party's share of the arbitrator's fees and other costs of the arbitration.

40. Provisions of this Agreement, which by their terms extend beyond the termination or nonrenewal of this Agreement, will remain effective after termination or nonrenewal.

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Authorized representatives of the Parties have executed this Agreement below to express the Parties' agreement to its terms.

The Aptus Group

Full Name, Title

Email

Phone Number

Signature

Date

TEACH Tech Charter High

Full Name, Title

Email

Phone Number

Signature

Date

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Exhibit A

Services and Bill Rates

Specialists	Rate per Hour
Adapted Physical Education Specialist	$120/hr.
Occupational Therapist	$134/hr.
Speech and Language Pathologist	$128/hr.
Behavior Intervention Development (BID) Provider	$131/hr.
Board Certified Behavioral Analyst (BCBA)	$131/hr.
School Psychologist (PPS, LEP)	$131/hr.
ERICS/ERMHS Provider (PPS, LEP, LMFT, LCSW, or licensed clinical counselor)	$131/hr.
School Counselor (LMFT, LPCC, LCSW, or PPS)	$109/hr.
Assistive Technology (AT) and Augmentative and Alternative Communication (AAC)	$175/hr.

Credentialed Staff	Rate per Hour
Substitute Teacher	$54/hr.
General Education Teacher (MS, SS)	$82/hr.
Education Specialist (M/S or M/M)	$92/hr.
Credentialed School Administrator	$165/hr.

Nurses	Rate per Hour
Credentialed School Nurse	$126/hr.
Registered Nurse (RN)	$87/hr.
Licensed Vocational Nurse (LVN)	$67/hr.
Certified Nursing Assistant (CNA)	$46/hr.

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Classified Staff	Rate per Hour
Certified Occupational Therapy Assistant (COTA)	$92/hr.
Speech and Language Pathology Aide (SLPA)	$85/hr.
Behavior Intervention Implementer (BII)	$53/hr.
Special Education Aide	$41/hr.
Other Staff (TA, Tutor, etc.)	$41/hr.

Additional services available upon request

Minimum Service Charge

1. There is a 2-hour on-site minimum for all services, except BII and Substitute Teacher, Special Education Aide/Other non-certificated services which have a 5-hour on-site minimum.

Cancellation Fees

2. Client must notify APTUS at least one (1) Business Day in advance if there will be a change in school/student schedule or if the student is absent. Once the Assigned Employee is in-route or on site, Client will be charged reporting time pay.
3. If a meeting is canceled or postponed, Client must inform Assigned Employee at least one day in advance. If Client fails to do so, they will be charged a cancellation fee equal to 1 hour of the Assigned Employee's bill rate.

Rush Rate

4. If Client requests an assessment to be completed in less than 40 calendar days or less of the required deadline, Client will be charged a rush rate of an additional $40 per hour.

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Exhibit B

Special Education Services

Record Sharing

1. Client will provide APTUS with student records, as may be reasonably necessary for the proper provision of the Services.

Parent/Guardian Consent

2. In accordance with Federal laws, Services will be provided by Assigned Employees once IEP or another form of parent/guardian consent, such as a 504 Plan, is verified.

Assessments

3. Upon written request by Client and documentation of parent/guardian consent, APTUS assessment services shall include:

a. **Evaluation**: Assigned Employees shall conduct evaluations including initial, tri-annual, or re-evaluation IEP to determine eligibility.

b. **IEP Meeting Attendance**: Requests for Assigned Employees' attendance at an IEP meeting must be made in writing no less than ten (10) Business Days before the meeting. If the IEP meeting is canceled or postponed, Client must inform Assigned Employeeat least one (1) Business Day in advance. If Client fails to do so, they will be charged a cancellation fee equal to 1 hour of the Assigned Employee's bill rate.

c. **Report**: APTUS will provide a written report of such assessments in compliance with Federal and State laws and regulations. Reports will be supplied to Client at least five (5) Business Days before the meeting date indicated at the time of the request.

Service Implementation

4. Upon written request by Client and receipt by APTUS of documentation of parent/guardian consent, APTUS shall provide special education services to Client's eligible students, which shall include, but is not limited to the following:

a. Review of IEP and/or related student records
b. Direct services addressing goals/objectives as indicated in IEP
c. Documentation of Services via Service Tracking in the IEP Management System
d. Monitoring of progress towards achievement of related goals/objectives

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Exhibit C

Sample Benefits Waiver for Assigned Employees

In consideration of my assignment to _____ ("Client") by APTUS, I agree that I am solely an employee of APTUS for benefits plan purposes and that I am eligible only for such benefits as APTUS may offer to me as its employee. I further understand and agree that I am not eligible for or entitled to participate in or make any claim upon any benefit plan, policy, or practice offered by Client, its parents, affiliates, subsidiaries, or successors to any of their direct employees, regardless of the length of my assignment to Client by APTUS and regardless of whether I am held to be a common-law employee of Client for any purpose; and therefore, with full knowledge and understanding, I hereby expressly waive any claim or right that I may have, now or in the future, to such benefits and agree not to make any claim for such benefits.

EMPLOYEE	WITNESS
Signature	Signature
Printed Name	Printed Name
Date	Date

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Exhibit D

Conversion Fee Charts

Category A

Adapted Physical Education (APE)	$12,000
Occupational Therapist (OT)	
Certified Occupational Therapy Assistant (COTA)	
Speech and Language Pathologist (SLP)	
Speech and Language Pathology Aide (SLPA)	
Board Certified Behavioral Analyst (BCBA)	
School Psychologist	
Credentialed School Nurse	

Category B

School Counselor	$9,000
Substitute Teacher	
Specialized Academic Instruction	
Registered Nurse (RN)	
Licensed Vocational Nurse (LVN)	

Category C

Behavior Intervention Implementation (BII)	$6,000
Classified Employees	
Certified Nursing Assistant (CNA)	

Pricing Confirmation

Staples Technology Solutions

Expiration Date
6/30/2025

Thank you for the opportunity to partner with you for your technology needs. Please see information below regarding your quote.

Thank you,
Steven Batwin

Quote #	Quote Date	Customer Name	Sales Rep	Total
202506-413143	6/30/2025	Teach Tech	Steven Batwin	**$48,853.86**

Qty.	Part No.	Product Description	Unit Price	Extended Price
		TEACH Academy of Technologies (MS)		
115	82W6003DUS	Lenovo 14e Chromebook Gen 3 82W6: Intel N-series - N100 / up to 3.4 GHz - Chrome OS - UHD Graphics - 8 GB RAM - 64 GB eMMC - 14" IPS 1920 x 1080 (Full HD) - Wi-Fi 6E - storm gray - kbd: English Non-Touch *(Order: 1 Qnt: 115 ETA: 7/11)*	$341.44	$39,265.60
115	ITG-CHROME-WGVP	White Glove Enterprise enrollment qty 1-499 units. This can also include scan Asset Tag into Google console during white glove	$4.93	$566.95
115	ITG-ETCH-NAME	Etch Business Name or Property Of Info, QTY 1-349 units on a single TD SYNNEX Sales Order	$4.16	$478.40
115	ITG-ETCH-LOGO	Custom logo - up to 4 inch by 4 inch etched logo on a flat surface, qty 1-349 on a single TD SYNNEX sales order, must have vector or jpeg file uploaded with required form for each sales order	$7.28	$837.20
115	GOG-CROSSWDISEDU-NEW	Google Chrome OS Management Console License, Education/Samsung	$30.15	$3,467.25
1		**TAX**		$4,238.46
			Total*	**$48,853.86**

*Tax, eWaste & Freight Charges are additional where applicable. Unless specifically quoted here, Liftgate or Inside Delivery are additional.
Standard Payment terms NET 30.

Customer Information
Teach Enrique Robles (323) 872-0808 erobles@teachps.org

Please remit payments to:
Staples Technology Solutions
P.O. Box 95230
Chicago, IL 60694-5230

Staples Sales Rep Information
Staples Technology Solutions Steven Batwin (407) 475-4887 Steven.Batwin@Staples.com

You can lease this monthly for only:	$ 1,351.79

Contact your STS Account Representative to discuss how we can help you maximize your IT Budget and reduce your upfront cost with a variety of Leasing options. The estimated payment above is based on a 36 Month FMV Lease. Actual Payment may vary and is subject to credit approval. Other restrictions may apply.

Terms & Conditions: This quote is valid thru Expiration Date above and is subject to change. Staples reserves the right to reasonably adjust a Product's price if extraordinary market events require immediate adjustment (e.g., epidemics, shortages, trade disputes and tariffs, natural disasters, etc.) . This proposal is confidential and meant for the client recipient above, any unauthorized review; use, disclosure or distribution is prohibited. Credit cards may be used only at the time of purchase and not for the payment of invoices. Purchase subject to Staples Terms and Conditions available here : https://sts.staples.com/tech_services_STS.html and Staples Return Policy available here: https://sts.staples.com/returns.html

Pricing Confirmation

Staples Technology Solutions

Expiration Date
6/30/2025

Thank you for the opportunity to partner with you for your technology needs. Please see information below regarding your quote.

Thank you,
Steven Batwin

Quote #	Quote Date	Customer Name	Sales Rep	Total
202506-413143	6/30/2025	Teach Tech	Steven Batwin	**$48,853.86**

Qty.	Part No.	Product Description	Unit Price	Extended Price
		TEACH Tech Charter High School		
115	82W6003DUS	Lenovo 14e Chromebook Gen 3 82W6: Intel N-series - N100 / up to 3.4 GHz - Chrome OS - UHD Graphics - 8 GB RAM - 64 GB eMMC - 14" IPS 1920 x 1080 (Full HD) - Wi-Fi 6E - storm gray - kbd: English Non-Touch *(Order: 1 Qnt: 115 ETA: 7/11)*	$341.44	$39,265.60
115	ITG-CHROME-WGVP	White Glove Enterprise enrollment qty 1-499 units. This can also include scan Asset Tag into Google console during white glove	$4.93	$566.95
115	ITG-ETCH-NAME	Etch Business Name or Property Of Info, QTY 1-349 units on a single TD SYNNEX Sales Order	$4.16	$478.40
115	ITG-ETCH-LOGO	Custom logo - up to 4 inch by 4 inch etched logo on a flat surface, qty 1-349 on a single TD SYNNEX sales order, must have vector or jpeg file uploaded with required form for each sales order	$7.28	$837.20
115	GOG-CROSSWDISEDU-NEW	Google Chrome OS Management Console License, Education/Samsung	$30.15	$3,467.25
1		**TAX**		$4,238.46
			Total*	**$48,853.86**

*Tax, eWaste & Freight Charges are additional where applicable. Unless specifically quoted here, Liftgate or Inside Delivery are additional.
Standard Payment terms NET 30.

Customer Information
Teach Academy Enrique Robles (323) 872-0808 erobles@teachps.org

Please remit payments to:
Staples Technology Solutions
P.O. Box 95230
Chicago, IL 60694-5230

Staples Sales Rep Information
Staples Technology Solutions Steven Batwin (407) 475-4887 Steven.Batwin@Staples.com

You can lease this monthly for only:	$ 1,351.79

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Pricing Confirmation

Staples Technology Solutions

Expiration Date
7/31/2025

Thank you for the opportunity to partner with you for your technology needs. Please see information below regarding your quote.

Thank you,
Steven Batwin

Quote #	Quote Date	Customer Name	Sales Rep	Total
202506-413143	7/24/2025	TEACH Prep Elementary School	Steven Batwin	**$41,611.93**

Qty.	Part No.	Product Description	Unit Price	Extended Price
120	9R3A9UT#ABA	HP Fortis 11 G10 Chromebook 180-degree hinge design - Intel N-series - N100 / up to 3.4 GHz - Chrome OS - UHD Graphics - 4 GB RAM - 32 GB eMMC - 11.6" 1366 x 768 (HD) - Wi-Fi 6E, Bluetooth - jack black - kbd: US *(Order: 1 Qnt: 90 ETA: 7/11)*	$269.44	$32,332.80
120	ITG-CHROME-WGVP	White Glove Enterprise enrollment qty 1-499 units. This can also include scan Asset Tag into Google console during white glove	$4.93	$591.60
120	ITG-ETCH-NAME	Etch Business Name or Property Of Info, QTY 1-349 units on a single TD SYNNEX Sales Order	$4.16	$499.20
120	ITG-ETCH-LOGO	Custom logo - up to 4 inch by 4 inch etched logo on a flat surface, qty 1-349 on a single TD SYNNEX sales order, must have vector or jpeg file uploaded with required form for each sales order	$7.28	$873.60
120	GOG-CROSSWDISEDU-NEW	Google Chrome OS Management Console License, Education/Samsung	$30.15	$3,618.00
1		**TAX**		$3,696.73
			Total*	**$41,611.93**

*Tax, eWaste & Freight Charges are additional where applicable. Unless specifically quoted here, Liftgate or Inside Delivery are additional.
Standard Payment terms NET 30.

Customer Information
TEACH Prep Elementary School 8505 S Western Ave, Los Angeles, Ca 90047 PHONE: (323) 872-0708 erobles@teachps.org

Please remit payments to:
Staples Technology Solutions
P.O. Box 95230
Chicago, IL 60694-5230

Staples Sales Rep Information
Staples Technology Solutions Steven Batwin (407) 475-4887 Steven.Batwin@Staples.com

You can lease this monthly for only:	$ 1,151.40

Contact your STS Account Representative to discuss how we can help you maximize your IT Budget and reduce your upfront cost with a variety of Leasing options. The estimated payment above is based on a 36 Month FMV Lease. Actual Payment may vary and is subject to credit approval. Other restrictions may apply.

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Comp Therapy

Contract removed from public view pursuant to California Government Code § 7927.705,

Coversheet

Consider and Approve Updates to the Employee Handbook

Section:	III. Items for Potential Action
Item:	K. Consider and Approve Updates to the Employee Handbook
Purpose:	Vote
Submitted by:	
Related Material:	25-26 Employee Handbook revised 7.24.pdf

TEACH
PUBLIC SCHOOLS

2025-2026 Employee Handbook

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/

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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.

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 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 at 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. 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 requires 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:

o 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).
o Disrespectful or unprofessional conduct based on any of the protected categories listed above ("hostile work environment" harassment). o Comments or conduct that consistently target one gender, even if the content is not sexual ("hostile work environment" harassment). o 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). o Physical conduct such as assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of any protected basis ("hostile work environment" harassment).
o 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). o Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law and/or school policy. o Sexually harassing conduct does need not 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.

<u>What is abusive conduct/workplace bullying?</u>

- 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:

o Use of derogatory remarks, insults and/or epithets
o 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.

<u>What is Retaliation?</u>
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

Uniform Complaint Procedures (UCP)
Policies and Procedures

2024–25
California Department of Education
March 2024
TEACH Public Schools dbda, TEACH Academy of Technologies, TEACH Tech Charter High School, TEACH Preparatory Elementary School
10600 S. Western Ave.
Los Angeles, CA 90047
323-872-0808
www.teachps.org
Adopted by our Governing Board or authorized designee (here and after “the board”) on January 28, 2025.
This document contains rules and instructions about the filing, investigation, and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by TEACH Public Schools' Local Educational Agencies (LEAs): TEACH Academy of Technologies, TEACH Tech Charter High School, and TEACH Preparatory Elementary School (hereinafter collectively referred to as "TEACH") of federal or state laws or regulations governing educational programs.
This document presents information about how we process UCP complaints concerning particular programs or activities that are subject to the UCP.
A UCP complaint is a written and signed statement alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation or bullying. A signature may be handwritten, typed (including in an email) or electronically generated. Some complaints may be filed anonymously. A UCP complaint filed on behalf of an individual student may only be filed by that student or that student’s duly authorized representative.
A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation or bullying in programs and activities funded directly by the state or receiving any financial assistance from the state.
If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.
TEACH developed the Uniform Complaint Procedures (UCP) process with policies and procedures adopted by the governing board or the authorized designee.
According to state and federal codes and regulations, the programs and activities that are subject to the UCP are:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under California Education Code (EC) sections 200 and 220 and Government Code Section 11135, including any actual or perceived characteristic as set forth in Penal Code Section 422.55, 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 program or activity conducted by an educational institution, as defined in EC Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program.
- Every Student Succeeds Act (ESSA)
- Instructional Materials and Curriculum: Diversity
- Local Control and Accountability Plans (LCAP)
- Migrant Education

- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- Schoolsite Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing
- And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.

The Responsibilities of TEACH

We shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations. We shall investigate and seek to resolve, in accordance with our approved UCP process, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities we implement that are subject to the UCP.

The UCP Annual Notice

We disseminate on an annual basis the UCP Annual Notice which is a written notice of the our approved UCP complaint procedures to all of our students, employees, parents or guardians of its students, school and district advisory committee members, appropriate private school officials or representatives, and other interested parties.

This notice may be made available on our website and shall include the following:

- information regarding allegations about discrimination, harassment, intimidation, or bullying;
- the list of all federal and state programs within the scope of the UCP;
- the title of the position whose occupant is responsible for processing complaints, and the identity(ies) of the person(s) currently occupying that position, if known;
- a statement that the occupant responsible for processing complaints is knowledgeable about the laws and programs that they are assigned to investigate;
- a statement that in order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the Health and Safety Code (HSC) a notice, separate from the UCP Annual Notice, shall be posted in each California state preschool program classroom in each school in the local educational agency notifying parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations (5 CCR) apply to California state preschool programs pursuant to HSC Section 1596.7925, and (2) the location at which to obtain a form to file a complaint.

Filing UCP Complaints

All UCP complaints shall be filed no later than one year from the date the alleged violation occurred.

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Dr. Raul Carranza
Superintendent/Executive Director TEACH Public Schools
10600 S. Western Ave.
Los Angeles, CA 90047
323-872-0808
rcarranza@teachps.org

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

A pupil fees complaint may be filed with the principal of a school or with our superintendent or their designee. A pupil fees complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that we adopted. An LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

We advise complainants of the right to pursue civil law remedies that may be available under state or federal

discrimination, harassment, intimidation or bullying laws, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may also be available to complainants.

Investigating UCP Complaints

The UCP complaint investigation is our administrative process for the purpose of gathering data regarding the complaint. We provide an opportunity for complainants and/or representatives to present evidence or information.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by TEACH to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage 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.

We ensure that complainants are protected from retaliation.

We investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group. Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

UCP Complaint Resolution

We will thoroughly investigate the UCP complaint and issue a written Investigation Report to the complainant within 60 calendar days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

This Investigation Report will contain the following elements:

- the findings of fact based on the evidence gathered;
- a conclusion that provides a clear determination for each allegation as to whether we are in compliance with the relevant law;
- corrective actions if we find merit in a complaint:
- for complaints regarding Pupil Fees; LCAP; Physical Education Instructional Minutes, or Course Periods without Educational Content, the remedy shall go to all affected pupils, parents, and guardians,
- for all other complaints within the scope of the Uniform Complaint Procedures the remedy shall go to the affected pupil,
- With respect to a Pupil Fees complaint, corrective actions shall include reasonable efforts to ensure full reimbursement to all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint;
- a notice of the complainant's right to appeal our Investigation Report to the Department of Education (CDE); and
- the procedures to be followed for initiating an appeal to the CDE.

UCP Complaint Appeal Process

An appeal is a written and signed request by the complainant to the CDE seeking review of an LEA Investigation Report that was issued in response to a properly-filed complaint. A signature may be handwritten, typed (including in an email) or electronically-generated.

The complainant may appeal our Investigation Report of a UCP complaint to the CDE by filing a written appeal within 30 calendar days of the date. In order to request an appeal, the complainant must specify and explain the basis for the appeal, including at least one of the following:

- TEACH failed to follow its complaint procedures, and/or
- the Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
- the material findings of fact in the Investigation Report are not supported by substantial evidence, and/or
- the legal conclusion in the Investigation Report is inconsistent with the law, and/or
- in a case in which we were found in noncompliance, the corrective actions fail to provide a proper remedy.

The appeal shall be sent with: (1) a copy of the locally filed complaint; and (2) a copy of the LEA Investigation Report.

All complaints and responses are public records.

UCP Requirements Regarding State Preschool Health and Safety Issues Pursuant to HSC Section 1596.7925

To file a UCP complaint regarding a state preschool health and safety issue pursuant to HSC Section 1596.7925 the

complainant must file with the preschool program administrator or their designee in TEACH.
A state preschool health and safety issues complaint about problems beyond the authority of the preschool program administrator shall be forwarded in a timely manner, but not to exceed 10 working days to our official for resolution.
A state preschool health and safety issues complaint may be filed anonymously. A complainant who identifies themselves is entitled to a response if they indicate that a response is requested. A complaint form shall include a space to mark to indicate whether a response is requested. If EC Section 48985 is otherwise applicable, the response, if requested, and our Investigation Report shall be written in English and the primary language in which the complaint was filed.
A complaint form for a state preschool health and safety issue shall specify the location for filing a complaint. A complainant may add as much text to explain the complaint as they wish.
When investigating a UCP state preschool health and safety issue the preschool program administrator or the designee of the district superintendent shall make all reasonable efforts to investigate any problem within his or her authority, and investigations shall begin within 10 calendar days of the receipt of the complaint. A valid complaint shall be remedied within a reasonable time period, but not to exceed 30 working days from the date the complaint was received. The resolution of the complaint shall be reported to the complainant within 45 working days of the initial filing. If the preschool program administrator makes this report, he or she shall also report the same information in the same timeframe to the designee of the district superintendent.
Filing an Appeal Regarding UCP State Preschool Health and Safety Issues
A complainant not satisfied with the resolution of the preschool program administrator or the designee of the district superintendent has the right to describe the complaint at a regularly scheduled hearing of our board. A complainant will not be precluded from filing an appeal to the State Superintendent of Public Instruction (SSPI) if the complainant does not file a local appeal.
A complainant who is not satisfied with the resolution proffered by the preschool program administrator or the designee of our superintendent has the right to file an appeal to the SSPI within 30 calendar days of the date of the Investigation Report.
The complainant shall comply with the same appeal requirements of 5 CCR section 4632 as in the section above 'UCP Complaint Appeal Process.
The complainant shall include a copy of the Investigation Report and specify and explain the basis for the appeal, including at least one of the following:

- the preschool program administrator or the designee of our superintendent failed to follow its complaint procedures, and/or
- the Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
- material findings of fact in the Investigation Report are not supported by substantial evidence, and/or
- the legal conclusion in the Investigation Report is inconsistent with the law, and/or
- If the preschool program is found noncompliant, the corrective actions fail to provide a proper remedy.

The SSPI or his or her designee shall comply with the requirements of 5 CCR Section 4633 and shall provide a written Investigation Report for our agency to the State Board of Education describing the basis for the complaint, our response to the state preschool health and safety issues pursuant to HSC Section 1596.7925 complaint and its remedy or proposed remedy and, as appropriate, a proposed remedy for the issue described in the complaint, if different from our agency's remedy.
We shall report summarized data on the nature and resolution of all UCP state preschool health and safety issues complaints on a quarterly basis to the county superintendent of schools and our board. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of our board. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints.
Legal References
20 United States Code (20 U.S.C.) Section 6301 et seq.
34 Code of Federal Regulations (34 CFR) sections 106.8, 299.10–13.
California Education Code (EC) sections 200, 201, 210.1, 210.3, 220, 221.1, 222, 234.1, 243, 260, 8200–8488, 8500–8538, 12030, 17002, 17592.72, 33126, 33315, 35161, 46015, 48645.7, 48850, 48853, 48853.5, 48911, 48915.5, 48987, 49010–49013, 49069.5, 51210, 51222, 51223, 51225.1–51225.3, 51228.1–51228.3, 52059.5, 52075, 52300–52462, 52500–52616.18, 54440–54445, 64000, 64001, 65000.
California Government Code (GC) sections 11135, 11136.

California Penal Code (PC) Section 422.55.
5 California Code of Regulations (CCR) sections 4600–4640, 4690–4694.

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.

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 and 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.

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. 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.

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.

Hours Worked	Number of Rest Periods
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.

Hours Worked	Number of Rest Periods
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. 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 2025-26 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:

Years of Continuous Eligible Service	Annual Time Provided	Maximum Accrual Allowed	Maximum Annual Cash Out Option
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 1st and June 15th 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

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 informationor 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 theschool'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:

o immediately report the incident to their immediate supervisor and Chief representative;
o obtain an official police report documenting the theft or loss; and
o 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:

o 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
o 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:
o 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
o 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:
o 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
o 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.

<u>Definitions</u>

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
- 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:

- Professional Grooming and Safety. Teachers and staff are expected to maintain and safe grooming practices.
- Fingernails: Nails must be kept at a length and style that does not interfere with job responsibilities or present a potential safety risk to students or staff. Extremely long or sharp artificial nails or adornments (e.g., nail jewelry) that could cause injury during normal school activities are not permitted.
- Other adornments: Any jewelry or accessories worn by staff should be secure and not present a safety hazard during daily tasks or while interacting with students.
- 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.
- The principal 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 j ob 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.

<u>Outside Employment</u>

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 Director Business Services 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.

<u>General guidelines</u>

- 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 of 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

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 Name (print) _____

Employee 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	Reason for Missed, Late, Interrupted or Short Meal Period		
◻ Missed Meal Period	◻ Voluntary	◻ Involuntary	◻ Other
◻ Late Meal Period	◻ Voluntary	◻ Involuntary	◻ Other
◻ Interrupted Meal Period	◻ Voluntary	◻ Involuntary	◻ Other
◻ Short Meal Period	◻ Voluntary	◻ Involuntary	◻ Other

Rest Periods

◻ Missed Rest Period Voluntary ◻ Involuntary ◻ 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:

_____

_____

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

Section: III. Items for Potential Action
Item: L. Consider and Approve the Parent and Student Handbooks for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School
Purpose: Vote
Submitted by:
Related Material:
2025_Student_and_Parent_Handbook_TEACH_Preparatory_Mildred_S._Cunningham_&_Edith_H._Morris_ES_20250722.pdf
2025_Student_and_Parent_Handbook_TEACH_Academy_of_Technologies_20250725.pdf
2025_Student_and_Parent_Handbook_TEACH_Tech_Charter_High_School_20250725.pdf

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

Student and Parent Handbook
2025-2026

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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

Welcome to the 2025–2026 School Year!

Dear TEACH Prep Families,

We are thrilled to welcome you to a brand-new school year at TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School! As we begin this journey together, our entire team is committed to providing a nurturing, safe, and academically rigorous environment where your children can grow both intellectually and social-emotionally.

At TEACH Prep, we pride ourselves on the strength of our community and teamwork. Our mission is to empower students to become critical thinkers, independent learners, and confident communicators. Our dedicated teachers are excited and ready to deliver engaging, student-centered instruction using innovative strategies and technologies that bring learning to life.

We remain committed to partnering with our parents and guardians to keep you informed and connected with the resources and information you need to support your child's success. Your involvement is a cornerstone of our school's achievements, and we thank you for your continued support.

Together, we will continue working toward our goals of:

Challenging students through innovative instructional practices to reach and exceed grade-level academic standards.
Fostering exploration through the integration of cutting-edge technologies and meaningful learning experiences.
Preparing students to be creative, self-motivated, college-bound learners and responsible global citizens.
We are also inviting more parents to take an active role in our TEACH community. Your voice matters, and your participation in school events, meetings, and student showcases helps make our school a place where students flourish.

Please don't hesitate to reach out to our school at any time to learn how you can get involved or to share your thoughts and feedback. We are honored that you have entrusted us with your child's education, and we look forward to another amazing year of growth, discovery, and success.

With gratitude,

Sharon Rhee
Principal
TEACH Prep Elementary
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. 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). Morning care will also be available from 6:50am-8:15am.

- 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 TEACH Prep 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 as needed. 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 Cod e 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 school office 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, TEACH Prep 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[5].

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, yogurt, peanut butter and crackers) for break time only. No chips, cookies, or candies will be eaten during Nutrition snack time. 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. 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,[10] 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).[11] School-based marketing of brands promoting predominantly low-nutrition foods and beverages[12] 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.[6]

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 FSA 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. If a toy is brought without teacher permission or it becomes a distraction in class, it will be confiscated and will be given to them at the end of the school day. 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. 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.

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 require 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).[11] School-based marketing of brands promoting predominantly low-nutrition foods and beverages[12] 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.[13] 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

TEACH Public Schools dbda, TEACH Academy of Technologies, TEACH Tech Charter High School, TEACH Preparatory Elementary School
10600 S. Western Ave.
Los Angeles, CA 90047
323-872-0808
www.teachps.org
Adopted by our Governing Board or authorized designee (here and after “the board”) on January 28, 2025.
This document contains rules and instructions about the filing, investigation, and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by TEACH Public Schools' Local Educational Agencies (LEAs): TEACH Academy of Technologies, TEACH Tech Charter High School, and TEACH Preparatory Elementary School (hereinafter collectively referred to as "TEACH") of federal or state laws or regulations governing educational programs.
This document presents information about how we process UCP complaints concerning particular programs or activities that are subject to the UCP.
A UCP complaint is a written and signed statement alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation or bullying. A signature may be handwritten, typed (including in an email) or electronically generated. Some complaints may be filed anonymously. A UCP complaint filed on behalf of an individual student may only be filed by that student or that student’s duly authorized representative.
A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation or bullying in programs and activities funded directly by the state or receiving any financial assistance from the state.
If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.
TEACH developed the Uniform Complaint Procedures (UCP) process with policies and procedures adopted by the governing board or the authorized designee.
According to state and federal codes and regulations, the programs and activities that are subject to the UCP are:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under California Education Code (EC) sections 200 and 220 and Government Code Section 11135, including any actual or perceived characteristic as set forth in Penal Code Section 422.55, 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 program or activity conducted by an educational institution, as defined in EC Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.

- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program.
- Every Student Succeeds Act (ESSA)
- Instructional Materials and Curriculum: Diversity
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- Schoolsite Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing
- And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.

The Responsibilities of TEACH

We shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations. We shall investigate and seek to resolve, in accordance with our approved UCP process, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities we implement that are subject to the UCP.

The UCP Annual Notice

We disseminate on an annual basis the UCP Annual Notice which is a written notice of the our approved UCP complaint procedures to all of our students, employees, parents or guardians of its students, school and district advisory committee members, appropriate private school officials or representatives, and other interested parties.

This notice may be made available on our website and shall include the following:

- information regarding allegations about discrimination, harassment, intimidation, or bullying;
- the list of all federal and state programs within the scope of the UCP;
- the title of the position whose occupant is responsible for processing complaints, and the identity(ies) of the person(s) currently occupying that position, if known;
- a statement that the occupant responsible for processing complaints is knowledgeable about the laws and programs that they are assigned to investigate;
- a statement that in order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the Health and Safety Code (HSC) a notice, separate from the UCP Annual Notice, shall be posted in each California state preschool program classroom in each school in the local educational agency notifying parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations (5 CCR) apply to California state preschool programs pursuant to HSC Section 1596.7925, and (2) the location at which to obtain a form to file a complaint.

- **Step 1: Filing of Complaint**

Filing UCP Complaints

All UCP complaints shall be filed no later than one year from the date the alleged violation occurred.

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Mr. Matt Brown

Executive Director TEACH Public Schools

10600 S. Western Ave.

Los Angeles, CA 90047
323-872-0808
mbrown@teachps.org
A pupil fee includes a purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
A pupil fees complaint may be filed with the principal of a school or with our superintendent or their designee. A pupil fees complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.
For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that we adopted. An LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.
We advise complainants of the right to pursue civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may also be available to complainants.

- **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**

Investigating UCP Complaints
The UCP complaint investigation is our administrative process for the purpose of gathering data regarding the complaint.
We provide an opportunity for complainants and/or representatives to present evidence or information.
Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.
Refusal by TEACH to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage 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.
We ensure that complainants are protected from retaliation.
We investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group. Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months

from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

- **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**

UCP Complaint Resolution
We will thoroughly investigate the UCP complaint and issue a written Investigation Report to the complainant within 60 calendar days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.
This Investigation Report will contain the following elements:

- the findings of fact based on the evidence gathered;
- a conclusion that provides a clear determination for each allegation as to whether we are in compliance with the relevant law;
- corrective actions if we find merit in a complaint:

- for complaints regarding Pupil Fees; LCAP; Physical Education Instructional Minutes, or Course Periods without Educational Content, the remedy shall go to all affected pupils, parents, and guardians,
- for all other complaints within the scope of the Uniform Complaint Procedures the remedy shall go to the affected pupil,
- With respect to a Pupil Fees complaint, corrective actions shall include reasonable efforts to ensure full reimbursement to all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint;

- a notice of the complainant's right to appeal our Investigation Report to the Department of Education (CDE); and
- the procedures to be followed for initiating an appeal to the CDE.

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.

UCP Complaint Appeal Process
An appeal is a written and signed request by the complainant to the CDE seeking review of an LEA Investigation Report that was issued in response to a properly-filed complaint. A signature may be handwritten, typed (including in an email) or electronically-generated.
The complainant may appeal our Investigation Report of a UCP complaint to the CDE by filing a written appeal within 30 calendar days of the date. In order to request an appeal, the complainant must specify and explain the basis for the appeal, including at least one of the following:

- TEACH failed to follow its complaint procedures, and/or
- the Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
- the material findings of fact in the Investigation Report are not supported by substantial evidence, and/or
- the legal conclusion in the Investigation Report is inconsistent with the law, and/or
- in a case in which we were found in noncompliance, the corrective actions fail to provide a proper remedy.

The appeal shall be sent with: (1) a copy of the locally filed complaint; and (2) a copy of the LEA Investigation Report.
All complaints and responses are public records.
UCP Requirements Regarding State Preschool Health and Safety Issues Pursuant to HSC Section 1596.7925
To file a UCP complaint regarding a state preschool health and safety issue pursuant to HSC Section 1596.7925 the complainant must file with the preschool program administrator or their designee in TEACH.
A state preschool health and safety issues complaint about problems beyond the authority of the preschool program administrator shall be forwarded in a timely manner, but not to exceed 10 working days to our official for resolution.
A state preschool health and safety issues complaint may be filed anonymously. A complainant who identifies themselves is entitled to a response if they indicate that a response is requested. A complaint form shall include a space to mark to indicate whether a response is requested. If EC Section 48985 is otherwise applicable, the response, if requested, and our Investigation Report shall be written in English and the primary language in which the complaint was filed.
A complaint form for a state preschool health and safety issue shall specify the location for filing a complaint. A complainant may add as much text to explain the complaint as they wish.
When investigating a UCP state preschool health and safety issue the preschool program administrator or the designee of the district superintendent shall make all reasonable efforts to investigate any problem within his or her authority, and investigations shall begin within 10 calendar days of the receipt of the complaint. A valid complaint shall be remedied within a reasonable time period, but not to exceed 30 working days from the date the complaint was received. The resolution of the complaint shall be reported to the complainant within 45 working days of the initial filing. If the preschool program administrator makes this report, he or she shall also report the same information in the same timeframe to the designee of the district superintendent.
Filing an Appeal Regarding UCP State Preschool Health and Safety Issues
A complainant not satisfied with the resolution of the preschool program administrator or the designee of the district superintendent has the right to describe the complaint at a regularly scheduled hearing of our board. A complainant will not be precluded from filing an appeal to the State Superintendent of Public Instruction (SSPI) if the complainant does not file a local appeal.
A complainant who is not satisfied with the resolution proffered by the preschool program administrator or the designee of our superintendent has the right to file an appeal to the SSPI within 30 calendar days of the date of the Investigation Report.
The complainant shall comply with the same appeal requirements of 5 CCR section 4632 as in the section above 'UCP Complaint Appeal Process.

The complainant shall include a copy of the Investigation Report and specify and explain the basis for the appeal, including at least one of the following:

- the preschool program administrator or the designee of our superintendent failed to follow its complaint procedures, and/or
- the Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
- material findings of fact in the Investigation Report are not supported by substantial evidence, and/or
- the legal conclusion in the Investigation Report is inconsistent with the law, and/or
- If the preschool program is found noncompliant, the corrective actions fail to provide a proper remedy.

The SSPI or his or her designee shall comply with the requirements of 5 CCR Section 4633 and shall provide a written Investigation Report for our agency to the State Board of Education describing the basis for the complaint, our response to the state preschool health and safety issues pursuant to HSC Section 1596.7925 complaint and its remedy or proposed remedy and, as appropriate, a proposed remedy for the issue described in the complaint, if different from our agency's remedy.

We shall report summarized data on the nature and resolution of all UCP state preschool health and safety issues complaints on a quarterly basis to the county superintendent of schools and our board. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of our board. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints.

Legal References

20 United States Code (20 U.S.C.) Section 6301 et seq.

34 Code of Federal Regulations (34 CFR) sections 106.8, 299.10–13.

California Education Code (EC) sections 200, 201, 210.1, 210.3, 220, 221.1, 222, 234.1, 243, 260, 8200–8488, 8500–8538, 12030, 17002, 17592.72, 33126, 33315, 35161, 46015, 48645.7, 48850, 48853, 48853.5, 48911, 48915.5, 48987, 49010–49013, 49069.5, 51210, 51222, 51223, 51225.1–51225.3, 51228.1–51228.3, 52059.5, 52075, 52300–52462, 52500–52616.18, 54440–54445, 64000, 64001, 65000.

California Government Code (GC) sections 11135, 11136.

California Penal Code (PC) Section 422.55.

5 California Code of Regulations (CCR) sections 4600–4640, 4690–4694.

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.

_____
_____
_____
_____
_____
_____
_____
_____

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?

_____
_____
_____
_____
_____
_____

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.

_____ 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 basking 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 2025-2026.

_____	_____	_____
Student Name (please print)	Grade Level	Date

_____	_____
Parent/Guardian Signature	Date

TEACH Academy of Technologies

Student and Parent Handbook
2025-2026

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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 Parents and Guardians,

At TEACH Academy of Technologies, we are committed to providing a safe, supportive, and innovative learning environment where every student is empowered to reach their fullest potential. Our mission is to nurture the whole child, addressing their social, emotional, physical, and academic growth. We are preparing them to thrive in an ever-changing world. We believe that all students can achieve at high levels when provided with equitable opportunities, high expectations, and the right support. Our school culture is grounded in trust, collaboration, and respect, ensuring that

students, families, and staff feel valued as essential partners in the learning process. Aligned with our vision, TEACH Academy integrates purposeful literacy and technology to equip students with the knowledge, skills, and character needed for real-world success. We strive to create a joyful, welcoming school environment where positive relationships and strong family partnerships enhance every child's educational journey.

Thank you for choosing TEACH Academy of Technologies and for entrusting us with the education and well-being of your child. Together, we will continue to cultivate a community where students are inspired to achieve, grow, and succeed.

Mr. Joshua De Weerd
Principal
TEACH Academy of Technologies

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. 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

You can also contact your school principal at jdeweerd@teachps.org.

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 Cod e 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[5].

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,[10] 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).[11] School-based marketing of brands promoting predominantly low-nutrition foods and beverages[12] 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.[6]

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 FSA 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. 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

You can also contact your school principal at jdeweerd@teachps.org.

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).[11] School-based marketing of brands promoting predominantly low-nutrition foods and beverages[12] 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.[13] 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

TEACH Public Schools dbda, TEACH Academy of Technologies, TEACH Tech Charter High School, TEACH Preparatory Elementary School
10600 S. Western Ave.
Los Angeles, CA 90047
323-872-0808
www.teachps.org

Adopted by our Governing Board or authorized designee (here and after “the board”) on January 28, 2025.
This document contains rules and instructions about the filing, investigation, and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by TEACH Public Schools' Local Educational Agencies (LEAs): TEACH Academy of Technologies, TEACH Tech Charter High School, and TEACH Preparatory Elementary School (hereinafter collectively referred to as "TEACH") of federal or state laws or regulations governing educational programs.
This document presents information about how we process UCP complaints concerning particular programs or activities that are subject to the UCP.
A UCP complaint is a written and signed statement alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation or bullying. A signature may be handwritten, typed (including in an email) or electronically generated. Some complaints may be filed anonymously. A UCP complaint filed on behalf of an individual student may only be filed by that student or that student’s duly authorized representative.
A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation or bullying in programs and activities funded directly by the state or receiving any financial assistance from the state.
If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.
TEACH developed the Uniform Complaint Procedures (UCP) process with policies and procedures adopted by the governing board or the authorized designee.
According to state and federal codes and regulations, the programs and activities that are subject to the UCP are:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under California Education Code (EC) sections 200 and 220 and Government Code Section 11135, including any actual or perceived characteristic as set forth in Penal Code Section 422.55, 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 program or activity conducted by an educational institution, as defined in EC Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.

- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program.
- Every Student Succeeds Act (ESSA)
- Instructional Materials and Curriculum: Diversity
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- Schoolsite Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing
- And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.

The Responsibilities of TEACH

We shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations. We shall investigate and seek to resolve, in accordance with our approved UCP process, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities we implement that are subject to the UCP.

The UCP Annual Notice

We disseminate on an annual basis the UCP Annual Notice which is a written notice of the our approved UCP complaint procedures to all of our students, employees, parents or guardians of its students, school and district advisory committee members, appropriate private school officials or representatives, and other interested parties.

This notice may be made available on our website and shall include the following:

- information regarding allegations about discrimination, harassment, intimidation, or bullying;
- the list of all federal and state programs within the scope of the UCP;
- the title of the position whose occupant is responsible for processing complaints, and the identity(ies) of the person(s) currently occupying that position, if known;
- a statement that the occupant responsible for processing complaints is knowledgeable about the laws and programs that they are assigned to investigate;
- a statement that in order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the Health and Safety Code (HSC) a notice, separate from the UCP Annual Notice, shall be posted in each California state preschool program classroom in each school in the local educational agency notifying parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations (5 CCR) apply to California state preschool programs pursuant to HSC Section 1596.7925, and (2) the location at which to obtain a form to file a complaint.

- **Step 1: Filing of Complaint**

Filing UCP Complaints

All UCP complaints shall be filed no later than one year from the date the alleged violation occurred.

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Dr. Raul Carranza

Superintendent/Executive Director TEACH Public Schools

10600 S. Western Ave.
Los Angeles, CA 90047
323-872-0808
rcarranza@teachps.org
A pupil fee includes a purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
A pupil fees complaint may be filed with the principal of a school or with our superintendent or their designee. A pupil fees complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.
For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that we adopted. An LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.
We advise complainants of the right to pursue civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may also be available to complainants.

- **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**

Investigating UCP Complaints

The UCP complaint investigation is our administrative process for the purpose of gathering data regarding the complaint.
We provide an opportunity for complainants and/or representatives to present evidence or information.
Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by TEACH to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage 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.
We ensure that complainants are protected from retaliation.

We investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group. Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

- **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.

UCP Complaint Resolution
We will thoroughly investigate the UCP complaint and issue a written Investigation Report to the complainant within 60 calendar days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.
This Investigation Report will contain the following elements:

- the findings of fact based on the evidence gathered;
- a conclusion that provides a clear determination for each allegation as to whether we are in compliance with the relevant law;
- corrective actions if we find merit in a complaint:

- for complaints regarding Pupil Fees; LCAP; Physical Education Instructional Minutes, or Course Periods without Educational Content, the remedy shall go to all affected pupils, parents, and guardians,
- for all other complaints within the scope of the Uniform Complaint Procedures the remedy shall go to the affected pupil,
- With respect to a Pupil Fees complaint, corrective actions shall include reasonable efforts to ensure full reimbursement to all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint;

- a notice of the complainant's right to appeal our Investigation Report to the Department of Education (CDE); and
- the procedures to be followed for initiating an appeal to the CDE.

- **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.

UCP Complaint Appeal Process
An appeal is a written and signed request by the complainant to the CDE seeking review of an LEA Investigation Report that was issued in response to a properly-filed complaint. A signature may be handwritten, typed (including in an email) or electronically-generated.
The complainant may appeal our Investigation Report of a UCP complaint to the CDE by filing a written appeal within 30 calendar days of the date. In order to request an appeal, the complainant must specify and explain the basis for the appeal, including at least one of the following:

- TEACH failed to follow its complaint procedures, and/or
- the Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
- the material findings of fact in the Investigation Report are not supported by substantial evidence, and/or
- the legal conclusion in the Investigation Report is inconsistent with the law, and/or
- in a case in which we were found in noncompliance, the corrective actions fail to provide a proper remedy.

The appeal shall be sent with: (1) a copy of the locally filed complaint; and (2) a copy of the LEA Investigation Report.
All complaints and responses are public records.
UCP Requirements Regarding State Preschool Health and Safety Issues Pursuant to HSC Section 1596.7925
To file a UCP complaint regarding a state preschool health and safety issue pursuant to HSC Section 1596.7925 the complainant must file with the preschool program administrator or their designee in TEACH.
A state preschool health and safety issues complaint about problems beyond the authority of the preschool program administrator shall be forwarded in a timely manner, but not to exceed 10 working days to our official for resolution.
A state preschool health and safety issues complaint may be filed anonymously. A complainant who identifies themselves is entitled to a response if they indicate that a response is requested. A complaint form shall include a space to mark to indicate whether a response is requested. If EC Section 48985 is otherwise applicable, the response, if requested, and our Investigation Report shall be written in English and the primary language in which the complaint was filed.
A complaint form for a state preschool health and safety issue shall specify the location for filing a complaint. A complainant may add as much text to explain the complaint as they wish.
When investigating a UCP state preschool health and safety issue the preschool program administrator or the designee of the district superintendent shall make all reasonable efforts to investigate any problem within his or her authority, and investigations shall begin within 10 calendar days of the receipt of the complaint. A valid complaint shall be remedied within a reasonable time period, but not to exceed 30 working days from the date the complaint was received. The resolution of the complaint shall be reported to the complainant within 45 working days of the initial filing. If the preschool program administrator makes this report, he or she shall also report the same information in the same timeframe to the designee of the district superintendent.
Filing an Appeal Regarding UCP State Preschool Health and Safety Issues
A complainant not satisfied with the resolution of the preschool program administrator or the designee of the district superintendent has the right to describe the complaint at a regularly scheduled hearing of our board. A complainant will not be precluded from filing an appeal to the State Superintendent of Public Instruction (SSPI) if the complainant does not file a local appeal.
A complainant who is not satisfied with the resolution proffered by the preschool program administrator or the designee

of our superintendent has the right to file an appeal to the SSPI within 30 calendar days of the date of the Investigation Report.
The complainant shall comply with the same appeal requirements of 5 CCR section 4632 as in the section above 'UCP Complaint Appeal Process.
The complainant shall include a copy of the Investigation Report and specify and explain the basis for the appeal, including at least one of the following:

- the preschool program administrator or the designee of our superintendent failed to follow its complaint procedures, and/or
- the Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
- material findings of fact in the Investigation Report are not supported by substantial evidence, and/or
- the legal conclusion in the Investigation Report is inconsistent with the law, and/or
- If the preschool program is found noncompliant, the corrective actions fail to provide a proper remedy.

The SSPI or his or her designee shall comply with the requirements of 5 CCR Section 4633 and shall provide a written Investigation Report for our agency to the State Board of Education describing the basis for the complaint, our response to the state preschool health and safety issues pursuant to HSC Section 1596.7925 complaint and its remedy or proposed remedy and, as appropriate, a proposed remedy for the issue described in the complaint, if different from our agency's remedy.
We shall report summarized data on the nature and resolution of all UCP state preschool health and safety issues complaints on a quarterly basis to the county superintendent of schools and our board. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of our board. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints.
Legal References
20 United States Code (20 U.S.C.) Section 6301 et seq.
34 Code of Federal Regulations (34 CFR) sections 106.8, 299.10–13.
California Education Code (EC) sections 200, 201, 210.1, 210.3, 220, 221.1, 222, 234.1, 243, 260, 8200–8488, 8500–8538, 12030, 17002, 17592.72, 33126, 33315, 35161, 46015, 48645.7, 48850, 48853, 48853.5, 48911, 48915.5, 48987, 49010–49013, 49069.5, 51210, 51222, 51223, 51225.1–51225.3, 51228.1–51228.3, 52059.5, 52075, 52300–52462, 52500–52616.18, 54440–54445, 64000, 64001, 65000.
California Government Code (GC) sections 11135, 11136.
California Penal Code (PC) Section 422.55.
5 California Code of Regulations (CCR) sections 4600–4640, 4690–4694.

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.

_____
_____
_____
_____
_____
_____
_____
_____

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?

_____
_____
_____
_____
_____
_____

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.

_____ 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 basking 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 2025-2026.

_____	_____	_____
Student Name (please print)	Grade Level	Date

_____	_____
Parent/Guardian Signature	Date

TEACH Tech Charter High School

Student and Parent Handbook
2025-2026

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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 James Cordero and I have been a member of the TEACH family since 2022, where I served as an educator and department leader, teaching United States History, AP U.S. History, Law and Journalism. I have also coached our CIF Varsity Boys and Girls Volleyball teams for the last two years, contributing to the spirit and camaraderie of the TEACH community. Out of my 25 years in the education field, for more than a decade, I gained experience and understanding in leadership through my principal roles under the Archdiocese of Los Angeles. It is my desire to bring that experience and understanding to my new role as your principal.

At TEACH Tech Charter High School, we're all about preparing our Rams to thrive—academically, professionally, and personally! We believe in the power of lifelong learning and are committed to helping every scholar succeed in college and beyond. This year, we're charging ahead with a focus on developing higher level academic skills and critical thinking, encouraging students to make strong claims and back them up with evidence—skills they'll use for life. We're also continuing student academic growth through Project-Based Learning, where students tackle real-world challenges and grow through hands-on exploration. Together, as partners, let's make this our most powerful year yet, Rise Up Rams!

I look forward to working with all of our stakeholder groups to accomplish our school's vision and mission. Please contact me if you have any questions or concerns. My email is jcordero@teachps.org and my phone number is (323) 326-6065.

Mr. James Cordero, Principal
TEACH Tech Charter High School

Our Vision
TEACH Tech 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 Tech 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 Tech Charter High 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 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. 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). 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 Cod e 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[5].

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,[10] 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).[11] School-based marketing of brands promoting predominantly low-nutrition foods and beverages[12] 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.[6]

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 FSA 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. 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).[11] School-based marketing of brands promoting predominantly low-nutrition foods and beverages[12] 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.[13] 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

TEACH Public Schools dbda, TEACH Academy of Technologies, TEACH Tech Charter High School, TEACH Preparatory Elementary School
10600 S. Western Ave.
Los Angeles, CA 90047
323-872-0808
www.teachps.org
Adopted by our Governing Board or authorized designee (here and after “the board”) on January 28, 2025.
This document contains rules and instructions about the filing, investigation, and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by TEACH Public Schools' Local Educational Agencies (LEAs): TEACH Academy of Technologies, TEACH Tech Charter High School, and TEACH Preparatory Elementary School (hereinafter collectively referred to as "TEACH") of federal or state laws or regulations governing educational programs.
This document presents information about how we process UCP complaints concerning particular programs or activities that are subject to the UCP.
A UCP complaint is a written and signed statement alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation or bullying. A signature may be handwritten, typed (including in an email) or electronically generated. Some complaints may be filed anonymously. A UCP complaint filed on behalf of an individual student may only be filed by that student or that student’s duly authorized representative.
A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation or bullying in programs and activities funded directly by the state or receiving any financial assistance from the state.
If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.
TEACH developed the Uniform Complaint Procedures (UCP) process with policies and procedures adopted by the governing board or the authorized designee.
According to state and federal codes and regulations, the programs and activities that are subject to the UCP are:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under California Education Code (EC) sections 200 and 220 and Government Code Section 11135, including any actual or perceived characteristic as set forth in Penal Code Section 422.55, 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 program or activity conducted by an educational institution, as defined in EC Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program.

- Every Student Succeeds Act (ESSA)
- Instructional Materials and Curriculum: Diversity
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- Schoolsite Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing
- And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.

The Responsibilities of TEACH

We shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations. We shall investigate and seek to resolve, in accordance with our approved UCP process, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities we implement that are subject to the UCP.

The UCP Annual Notice

We disseminate on an annual basis the UCP Annual Notice which is a written notice of the our approved UCP complaint procedures to all of our students, employees, parents or guardians of its students, school and district advisory committee members, appropriate private school officials or representatives, and other interested parties.

This notice may be made available on our website and shall include the following:

- information regarding allegations about discrimination, harassment, intimidation, or bullying;
- the list of all federal and state programs within the scope of the UCP;
- the title of the position whose occupant is responsible for processing complaints, and the identity(ies) of the person(s) currently occupying that position, if known;
- a statement that the occupant responsible for processing complaints is knowledgeable about the laws and programs that they are assigned to investigate;
- a statement that in order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the Health and Safety Code (HSC) a notice, separate from the UCP Annual Notice, shall be posted in each California state preschool program classroom in each school in the local educational agency notifying parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations (5 CCR) apply to California state preschool programs pursuant to HSC Section 1596.7925, and (2) the location at which to obtain a form to file a complaint.

- **Step 1: Filing of Complaint**

Filing UCP Complaints

All UCP complaints shall be filed no later than one year from the date the alleged violation occurred.

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Dr. Raul Carranza
Superintendent/Executive Director TEACH Public Schools
10600 S. Western Ave.
Los Angeles, CA 90047
323-872-0808
rcarranza@teachps.org

A pupil fee includes a purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
A pupil fees complaint may be filed with the principal of a school or with our superintendent or their designee. A pupil fees complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.
For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that we adopted. An LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.
We advise complainants of the right to pursue civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may also be available to complainants.

- **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**

Investigating UCP Complaints
The UCP complaint investigation is our administrative process for the purpose of gathering data regarding the complaint.
We provide an opportunity for complainants and/or representatives to present evidence or information.
Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.
Refusal by TEACH to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage 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.
We ensure that complainants are protected from retaliation.
We investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group. Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

- **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.

UCP Complaint Appeal Process

An appeal is a written and signed request by the complainant to the CDE seeking review of an LEA Investigation Report that was issued in response to a properly-filed complaint. A signature may be handwritten, typed (including in an email) or electronically-generated.

The complainant may appeal our Investigation Report of a UCP complaint to the CDE by filing a written appeal within 30 calendar days of the date. In order to request an appeal, the complainant must specify and explain the basis for the appeal, including at least one of the following:

- TEACH failed to follow its complaint procedures, and/or
- the Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
- the material findings of fact in the Investigation Report are not supported by substantial evidence, and/or
- the legal conclusion in the Investigation Report is inconsistent with the law, and/or
- in a case in which we were found in noncompliance, the corrective actions fail to provide a proper remedy.

The appeal shall be sent with: (1) a copy of the locally filed complaint; and (2) a copy of the LEA Investigation Report.

All complaints and responses are public records.

UCP Requirements Regarding State Preschool Health and Safety Issues Pursuant to HSC Section 1596.7925

To file a UCP complaint regarding a state preschool health and safety issue pursuant to HSC Section 1596.7925 the complainant must file with the preschool program administrator or their designee in TEACH.

A state preschool health and safety issues complaint about problems beyond the authority of the preschool program administrator shall be forwarded in a timely manner, but not to exceed 10 working days to our official for resolution.

A state preschool health and safety issues complaint may be filed anonymously. A complainant who identifies themselves is entitled to a response if they indicate that a response is requested. A complaint form shall include a space to mark to indicate whether a response is requested. If EC Section 48985 is otherwise applicable, the response, if requested, and our Investigation Report shall be written in English and the primary language in which the complaint was filed.

A complaint form for a state preschool health and safety issue shall specify the location for filing a complaint. A complainant may add as much text to explain the complaint as they wish.

When investigating a UCP state preschool health and safety issue the preschool program administrator or the designee of the district superintendent shall make all reasonable efforts to investigate any problem within his or her authority, and investigations shall begin within 10 calendar days of the receipt of the complaint. A valid complaint shall be remedied within a reasonable time period, but not to exceed 30 working days from the date the complaint was received. The resolution of the complaint shall be reported to the complainant within 45 working days of the initial filing. If the preschool program administrator makes this report, he or she shall also report the same information in the same timeframe to the designee of the district superintendent.

Filing an Appeal Regarding UCP State Preschool Health and Safety Issues

A complainant not satisfied with the resolution of the preschool program administrator or the designee of the district superintendent has the right to describe the complaint at a regularly scheduled hearing of our board. A complainant will not be precluded from filing an appeal to the State Superintendent of Public Instruction (SSPI) if the complainant does not file a local appeal.

A complainant who is not satisfied with the resolution proffered by the preschool program administrator or the designee of our superintendent has the right to file an appeal to the SSPI within 30 calendar days of the date of the Investigation Report.

The complainant shall comply with the same appeal requirements of 5 CCR section 4632 as in the section above 'UCP Complaint Appeal Process.

The complainant shall include a copy of the Investigation Report and specify and explain the basis for the appeal, including at least one of the following:

- the preschool program administrator or the designee of our superintendent failed to follow its complaint procedures, and/or
- the Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
- material findings of fact in the Investigation Report are not supported by substantial evidence, and/or
- the legal conclusion in the Investigation Report is inconsistent with the law, and/or
- If the preschool program is found noncompliant, the corrective actions fail to provide a proper remedy.

The SSPI or his or her designee shall comply with the requirements of 5 CCR Section 4633 and shall provide a written Investigation Report for our agency to the State Board of Education describing the basis for the complaint, our response to the state preschool health and safety issues pursuant to HSC Section 1596.7925 complaint and its remedy or proposed remedy and, as appropriate, a proposed remedy for the issue described in the complaint, if different from our agency's remedy.

We shall report summarized data on the nature and resolution of all UCP state preschool health and safety issues complaints on a quarterly basis to the county superintendent of schools and our board. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of our board. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints.

Legal References

20 United States Code (20 U.S.C.) Section 6301 et seq.

34 Code of Federal Regulations (34 CFR) sections 106.8, 299.10–13.

California Education Code (EC) sections 200, 201, 210.1, 210.3, 220, 221.1, 222, 234.1, 243, 260, 8200–8488, 8500–8538, 12030, 17002, 17592.72, 33126, 33315, 35161, 46015, 48645.7, 48850, 48853, 48853.5, 48911, 48915.5, 48987, 49010–49013, 49069.5, 51210, 51222, 51223, 51225.1–51225.3, 51228.1–51228.3, 52059.5, 52075, 52300–52462, 52500–52616.18, 54440–54445, 64000, 64001, 65000.

California Government Code (GC) sections 11135, 11136.

California Penal Code (PC) Section 422.55.

5 California Code of Regulations (CCR) sections 4600–4640, 4690–4694.

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.

_____
_____
_____
_____
_____
_____
_____
_____

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?

_____
_____
_____
_____
_____
_____

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.

_____ 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 basking 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 2025-2026.

_____	_____	_____
Student Name (please print)	Grade Level	Date

_____	_____
Parent/Guardian Signature	Date

Coversheet

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

Section: III. Items for Potential Action
Item: M. Approve the Comprehensive School Safety Plans for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School
Purpose: Vote
Submitted by:
Related Material: HS Safety Plan.pdf
E Safety Plan.pdf
MS Safety Plan.pdf

Comprehensive School Safety Plan

2025-2026
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: 10/26/22

Date of Update:

Date of Review:

- **with Staff**
- **with Law Enforcement**
- **with Fire Authority**

Approved by:

Name	Title	Signature	Date
Sione Thompson	CASI		

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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 ofthe 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 I, 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 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) 351-55072.

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 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 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 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: D 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 our 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 he 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 contract 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. Delare 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 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 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 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 ATTAMPT 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 t 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 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 substances. Make a concerted effort to secure a statement from the offending student prior t 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 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

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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 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

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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 alterative 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 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

(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 there after. 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 or you can contact the Fair Employment Housing Commission at 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. 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.

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 professionally and 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 professional 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. Employees 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 (for both staff and students) 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 8:25. 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 2:00 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 partner with the school 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 students during nutrition, lunch, and passing periods	Related Activities: Supervision of hallways, front of school, and courtyard		Person(s) responsible for implementation: Administration	Principal Assistant Principal Counselors Instructional Coach Lead Teachers Students
	Resources needed: Increase supervision staff by requiring Instructional Coach, Assistant Principal, and Principal to actively supervise lunch and nutrition periods		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

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 and community members (especially neighbors) can be shared with school personnel and community members.	Community merchants, leaders and residents interested in student safety All Staff Parents Community Members	Principal	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;
- 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

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 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 to Prepare for an Active Shooter
At TEACH Charter Schools, the safety of our students, staff, and campus community is our highest priority. In the event of an active shooter or armed intruder, all staff are expected to follow clearly defined procedures to protect lives and minimize harm.
The School conducts drills to prepare for active shooters or other armed assailants, but will not conduct a high-intensity drill for this purpose. A high-intensity drill means one that includes simulations that mimic an actual school shooter or other armed assailant incident, including but not limited to, theatrical makeup or other materials to give an image of blood or gunshot wounds, acting by an individual posing to be the assailant, acting by individuals posing as victims, or simulations that instruct pupils to actively resist an assailant by throwing objects, attacking, or swarming the assailant. In the drills, the School will not include the use of real weapons, gunfire blanks, or explosions.
In creating the drills, the School will ensure a trauma-informed approach to the design and execution of any drill, which will include the following: 1) Age appropriate and developmentally appropriate drill content and terminology developed with the involvement of school personnel, including school-based mental health professionals; 2) Notice to all parents and guardians to opt their child(ren) out of the drills; 3) The ability for parents/guardians to opt their child(ren) out of the drills; 4) An announcement to pupils and educators immediately before the start of the drills and an announcement to pupils and educators immediately after the drills have concluded; 5) A notice to all parents/guardians after the drill has concluded; 6) The provision of contact information for community-based resources, including local organizations with objectives to reduce gun violence or provide mental health counseling, to parents or guardians, pupils, and staff who are negatively impacted by the drills, and where available, prioritizing school-based resources.

Preparation includes the following:

Regular Drills: All school sites will conduct mandatory lockdown and active shooter drills at least twice per year in coordination with local law enforcement.

Staff Training: All employees must complete annual training on active shooter response protocols, including options for "Run, Hide, Stay in Place" based on situational awareness and district guidance.

Emergency Communication Plans: Each site maintains an updated emergency communication tree and utilizes systems such as announcements, radios, and mass notification apps to alert staff of threats.

Classroom Readiness: Teachers must keep doors locked during instruction and ensure windows are covered. Emergency supplies (door locks, emergency cards, etc.) must be accessible and regularly maintained.

Clear Roles & Responsibilities: All staff are assigned roles during lockdowns (e.g., sweep teams, student accountability) and must understand their specific duties under the site safety plan.

Mental Health Support: Post-incident protocols include immediate notification to crisis response teams, mental health providers, and family reunification procedures.

Remember: During an actual incident, staff should use their best judgment and prioritize the safety of students and self. If escape is not possible, secure the room and maintain silence. Do not open doors until authorized by law enforcement or site leadership.

Procedures for Preventing Acts of Bullying and Cyber-bullying

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.

Use of these technologies is a privilege that carries responsibility and behavioral expectations consistent with all school rules and policies, including but not limited to those stated in the Parent Student School Handbook. It is understood that members of the TEACH School community will use all types of computing devices and the School’s network in a responsible, ethical, and legal manner at all times. TEACH Schools retain sole right of possession of the computer device and related equipment. The computer device will be issued to students according to the guidelines set forth in this document. TEACH Schools retain the right to collect and/or inspect the computer device at any time, and to alter, add, or delete installed software or hardware.

Opioid Prevention and Life-Saving Response Procedures

Office Managers, counselors and Administration are trained to administer Narcan or equivalent and emergency interventions. The training and protocols are aligned to Ed Code section 49414.3a

Response Procedures for Dangerous, Violent, or Unlawful Activities

Response to Violent or Unlawful Activity

TEACH Public Schools is committed to ensuring the safety and well-being of all students, staff, and community members. In the event of violent or unlawful activity on or near school grounds, the following procedures will be implemented promptly and in accordance with California Education Code, local law enforcement protocols, and the school's crisis response plan:

1. Immediate Notification and Protection

School staff shall immediately notify administration and call 9-1-1 or local law enforcement if there is an imminent threat.

The site administrator will initiate appropriate lockdown, shelter-in-place, or evacuation procedures using the school’s emergency communication protocols.

Staff will take all necessary steps to secure students and themselves, including locking doors, moving to safe areas, and accounting for all individuals present.

2. Internal Communication

The school will use its internal alert systems (e.g., PA system, mass messaging, radios) to inform staff and students of the nature of the threat and the expected safety response.

Communication will be maintained with the district office and law enforcement throughout the incident.

3. Law Enforcement and Emergency Responder Coordination

Once law enforcement arrives, the school site administrator or designee will provide all necessary support and access to facilitate their response.

The school will defer to law enforcement in managing the scene while maintaining focus on student safety and communication with families.

4. Family Notification

The school will notify families of students affected by the incident as soon as it is safe and practical to do so.

Communication will include a summary of the event (to the extent permissible), actions taken, and steps for reunification or continued safety procedures.

5. Post-Incident Actions

A debrief will be conducted with staff and law enforcement to evaluate the response and make necessary adjustments to safety protocols.

Mental health support services will be made available to students and staff affected by the incident through the school's counseling team and/or community partners.

The school will document the incident, actions taken, and follow-up interventions for compliance and accountability purposes.

6. Ongoing Training

All school personnel will receive annual training on crisis response protocols, including how to respond to violent or unlawful incidents.

Regular drills (lockdown, evacuation, shelter-in-place) will be conducted in accordance with state law and best practices.

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on and adopted by TEACH Tech Charter High School on to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be

required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, TEACH Tech Charter High School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, TEACH Tech Charter High School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, TEACH Tech Charter High School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

TEACH Tech Charter High School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

English Leaners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Plans to provide access back-up, water and medicines in the event of an emergency.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into TEACH Tech Charter High School’s Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of TEACH Tech Charter High School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

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 (2022-23) Our goal is to continue to refine Tier 1 and Tier 2 strategies for Social/Emotional Issues
Objective:
Measurable Objective (2022-23)
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 five times per semester

Safety Plan Appendices

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Emergency Contact Numbers

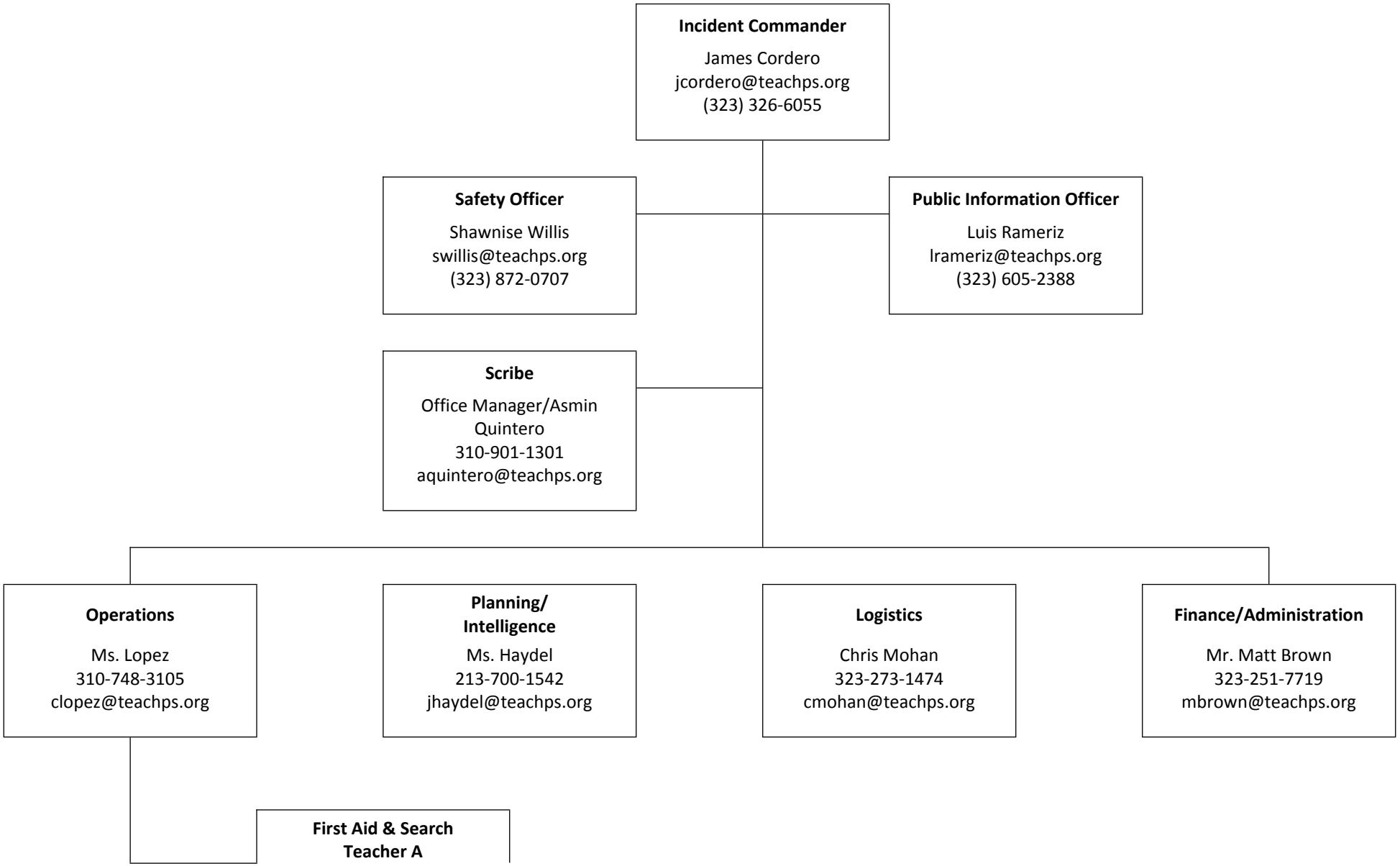
Utilities, Responders and Communication Resources

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	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (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.		

TEACH Tech Charter High School Incident Command System



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Ms. Acosta
Sacosta@teachps.org
(323) 872-0707

Student Release & Accountability TeacherB

Ms. Lopez
310-748-3105
clopez@teachps.org

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 James Cordero
Alternate Dr. Jason Garcia

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. 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 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 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:	Dr.	Jason	Garcia
Alternate:	Ms.	Claudia	López

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 Mr. Steven Menduke

Alternate Dr. Jason Garcia

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 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/marking 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: Asmin Quintero

Alternate: Sonia Acosta

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 he 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:	Dr.	Jason	Garcia
Alternate:	Ms.	Claudia	López

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:	Ms.	Shawnese	Willis
Alternate:	Mr.	John	Staggers

Assess, identity 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.
- Verity 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: Ms. Claudia Lopez

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. Haydel, Mr. Rickett

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 injures 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

Team		#1
Primary	DeAnna	Garrett
Alternate	Sonia	Acosta

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: Shane Ellis

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 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	Mr.	Steven	Menduke

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 equiped 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
- 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.

- 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	Steven	Menduke/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 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	Steven		Menduke

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 Dr. Jason Garcia

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: Steven Menduke/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.
- 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: Steven Menduke

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: Steven MEnduke

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.

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 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.

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.

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
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
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.

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
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).

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 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.

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 flyer 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 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 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
If indoors:
1. DUCK or DROP to the floor on your knees and make the body as small as possible. COVER yourself under a sturdy desk, table or bench, in a hall, or stand against an inside wall.
a. You should be facing away from: windows; doors; glass; skylights; brick or rock faced walls; large moveable objects, such as bookcases; or outside doors and walls.
b. 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; be prepared to move with it. STAY in this position for at least one minute or, in a real situation, until shaking stops. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.
c. Rest your head on one arm and place your other arm over the base of the head and neck.
2. Turn away from windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover and be prepared to move with it.
5. Hold the position until the ground stops shaking.
6. When initial shaking stops, principal or office manager sounds alarms to evacuate the building.
7. Staff to follow emergency procedures previously described.

When outdoors, stay outside.
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.
1. Move away from buildings and overhead wires or structures

2. Lie down or crouch low to the ground. Drop to the ground on your knees and make the body as small as possible
a. Face position away from: buildings, power poles and lines, trees or other overhead hazards, roads and streets, as cars may go out of control.
b. 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.
3. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures
4. Look out for dangers that demand movement.
5. Be prepared to duck and cover again due to after shocks.
Staff to follow emergency procedures previously described
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.

Teacher responsibilities during the evacuation
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
? Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
13. Contact the Utility company with any damage to water lines, sewers, power lines or other utilities
14. Any areas affected by the explosion will not be reopened until the City/County HazMat or appropriate agency provides clearance and authorization

Scenario 2: Risk of Explosion on School Property

General Procedures
1. Call 911
2. Determine the appropriate response signal: Lockdown (Soft) or Evacuation
3. If an evacuation is warranted, follow standard evacuation procedures in Evacuation Procedures
4. If an explosion occurs follow the procedures outlined in Bomb Threats

Scenario 3: Explosion or Risk of Explosion in Surrounding Area

General Procedures
1. The IC will initiate a Lockdown (Soft)
2. Call 911
3. Do not declare an All Clear until the appropriate authorities have given authorization to do so

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

General Procedures
1. The IC will initiate a Lockdown (Soft)
2. Call 911
3. Staff members should attempt to establish an adequate barrier or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion. Move students away from exterior windows.
4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible
5. Turn off the school's main gas supply, local fans in the area, lock doors and windows, shut down all buildings' air handling systems, seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, and turn off sources of ignition, such as pilot lights
6. Monitor radio or television announcements and initiate further action as appropriate
7. Do not declare an All Clear until the City/County HazMat or appropriate agency provides clearance

Fire in Surrounding Area
IC will determine whether the students and staff should leave the premises, or any further action should be implemented.

Burning Clothes
If a student's or staff member's clothing catches fire, don't allow them to run! Smother the fire with a blanket, coat, rug, curtain, or other heavy fabric material. If wrapping material is not available, drop the victim to the ground and attempt to smother the fire by rolling the victim on the ground. After the fire is out treat the victim for shock (lying down, feet raised, neck supported) and cover the burned area with soaking wet cloth, sheet or blanket.

When appropriate and directed by the IC, SERT member may:
1. Turn off the gas and electricity service
2. Direct emergency vehicles to the scene
3. Make sure fire lanes are clear and gates are open

IMPORTANT: ALL SEARCH AND RESCUE, FIRE FIGHTING, OR ANY OTHER ACTIVITIES WILL CEASE IF TOXIC OR HAZARDOUS MATERIALS ARE INVOLVED. ALL PERSONNEL ARE TO EVACUATE IMMEDIATELY.

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 activations 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 designees 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

Flooding
Flood/ Severe Weather
Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

The principal will assess the situation and make an announcement over the PA or megaphone to A) evacuate, B) stay in classes or C) release students to go home.
See emergency procedures previously described for evacuation directions.

Loss or Failure Of Utilities
This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.
General Procedures
1. Communicate with school administration when a power failure or loss of utilities in any part of the school building occurs.
2. Call 911 and provide them with location and nature of the emergency.
3. Inform the custodial staff of the situation.
4. Check elevators affected by the outage for stranded occupants. If there are stranded elevator passengers, a staff member should be assigned to stand outside on the nearest floor to facilitate communication with the person(s) inside.
5. Locate flashlights with batteries to use until power comes back on. Do not use candles – this can cause a fire.
6. Turn off sensitive electronic equipment such as computers, VCRs, and televisions.
7. Turn off major electric appliances that were on when the power went off. This will help to prevent power surges when electricity is restored.
8. Check the status of the fire alarm system. The system should have a secondary back up power supply and should be operating. This is important, as the cause of the electrical failure may be the result of an electrical fire condition.
9. Assess need for further assistance. Contact the appropriate utility company.
10. Consider the need for evacuation or early dismissal of the school on the basis of the time it will take to restore power to windowless areas, heat or air conditioning, meal preparation facilities, and water services.
11. Should the school be without electricity for an extended period, notify appropriate individuals/agencies (charter board, media)
12. As needed, school emergency supplies will be utilized to compensate for the loss of a utility
13. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion section

Electrical Failure
1. Principal and/or custodian notify the electrical company.

2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

Gas Line Break
1. Principal and/or custodian notify Local Gas Company.
2. Principal and/or custodian notify the Fire Department.
3. Staff to follow the emergency procedures previously described.

Water Main Break
1. Principal and/or custodian notifies the water department.
2. Custodian shuts off water.
3. Principal or notifies the police.
4. Principal determines if it is necessary to follow the emergency procedures on page 6 to evacuate students and staff.

Water Contamination
1. Instruct teachers to move students away from drinking fountains and sinks.
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
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
78
Notify appropriate District Personnel for assistance as needed.
Communicate with Law enforcement
Follow orders given by law enforceme

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.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff. Contact the Director of Student Services at the TEACH Tech for specific procedures relating to crisis management.
Procedure
1. The School Administrator will activate the School Psychological First Aid Team, (Principal, School Counselor, Parent?Family Coordinator, RSP Teacher) which has primary responsibility for providing
necessary assistance after all types of crises.
2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency. The
Team may determine the need for additional psychological support and will contact the Superintendent to request additional mental health support.
3. The Psychological First Aid Team will provide direct intervention services.
4. The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and
as quickly as possible.
5. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma.
6. The Psychological First Aid Team should isolate students demonstrating externalized behavior.
7. The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required for both student and
staff.

Suspected Contamination of Food or Water
This procedure should be followed if site personnel report suspected contamination of food or water. This 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. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify the District Office, Director of Food and Nutrition Services(Office Manager).
Administrator will determine if they need to call “911.”
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.

5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The School Administrator will notify the District Superintendent to determine necessary follow-up actions including the need to notify other potentially affected district facilities.
7. The School Administrator and the District Superintendent will confer with the County Department of Health Services before the resumption of normal operations.
8. The School Administrator will notify parents of the incident, as appropriate.
Water Contamination
1. Instruct teachers to move students away from drinking fountains and sinks.
2. Notify school office and TEACH headquarters.
3. Have custodian turn off pressure to drinking fountains and sinks.

Tactical Responses to Criminal Incidents
Tactical Response to Criminal Incidents
In the event of a criminal incident on or near school grounds—including but not limited to acts of violence, possession or use of weapons, threats, vandalism, theft, or drug-related offenses—TEACH Public Schools will implement the following tactical response plan to ensure the safety of students and staff, and to support appropriate law enforcement engagement:

1. Immediate Threat Assessment and Action
Assess the Situation: The first adult witness or informed staff member will immediately notify the site administrator or designee and, if needed, call 9-1-1.

Initiate Emergency Protocols: The administrator will determine whether to initiate a lockdown, shelter-in-place, or evacuation depending on the nature of the criminal activity.

Secure the Perimeter: Staff will take action to secure access points and direct students away from the threat if evacuation is not possible or safe.

2. Engagement with Law Enforcement
The administrator or Incident Commander (per the ICS/NIMS framework) will serve as the point of contact with responding law enforcement officers.

The school will provide access to security camera footage, maps, incident reports, and any available information about potential suspects or witnesses.

School staff will cooperate fully and follow law enforcement direction regarding suspect containment, apprehension, and scene security.

3. Internal Communications and Staff Roles
Staff will use radios, intercoms, or emergency messaging apps to maintain contact with site leadership and follow instructions.

Designated safety team members will perform assigned duties, such as student accountability, first aid response, or parent liaison.

The school will activate its emergency operations plan and, if necessary, deploy its incident command structure.

4. Parent and Community Notification
The school will notify parents/guardians of the incident once it is safe to do so, using email, phone, and/or text systems.

Clear, factual information will be provided about the nature of the incident, actions taken, and next steps for student reunification or continued operations.

5. After-Action and Recovery
An incident debrief will occur within 48 hours with school leadership, safety staff, and law enforcement to review response effectiveness and areas for improvement.

The school will review its safety plan and procedures based on incident learnings and make updates as needed.

Counseling and mental health services will be made available to all students and staff impacted by the event.

6. Ongoing Preparation and Training
The school will conduct annual tactical response trainings for all staff, in collaboration with local law enforcement.

Tabletop exercises and full-scale simulations will be incorporated into safety drills to ensure staff familiarity with varied criminal scenarios.

The school will maintain current MOUs with local police departments and community-based response teams as applicable.

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?
- AP or APs, and campus supervisor(s) depending on the size of the crowd walk with students to protect their safety.

Emergency Evacuation Map

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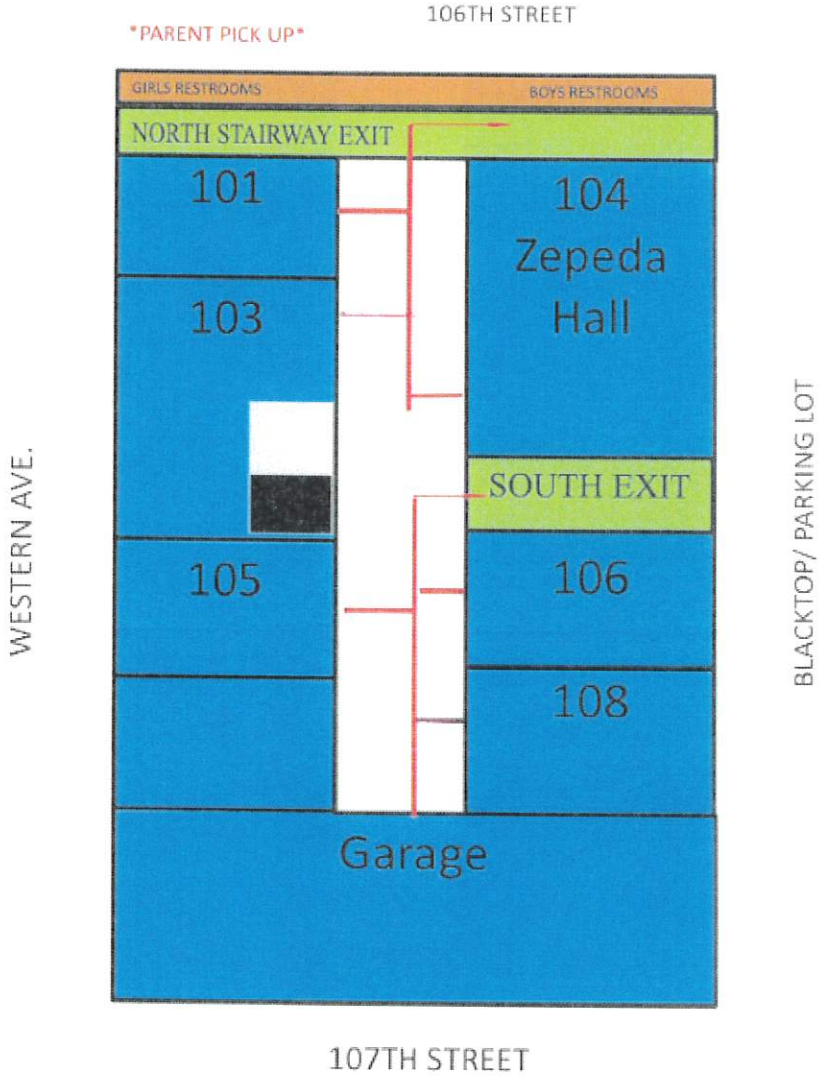
TEACH TECH CHARTER HIGH SCHOOL

1ST FLOOR EVACUATION PLAN

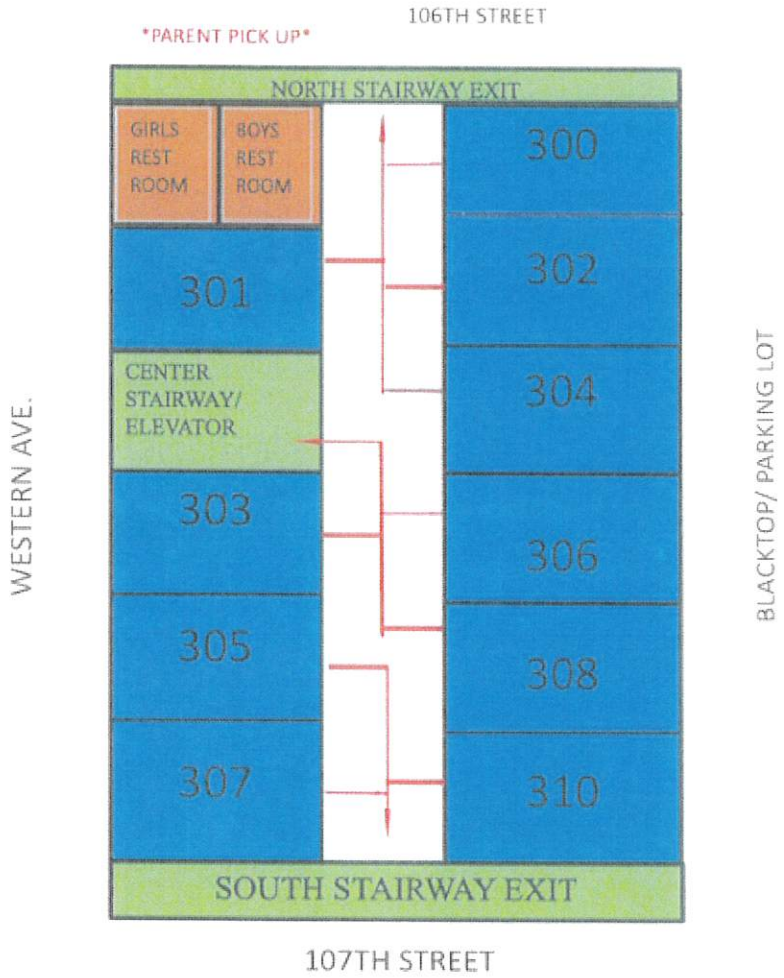


EVACUATION DIRECTIONS:

ROOM NUMBER	STAIRWAY	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

3rd FLOOR EVACUATION PLAN

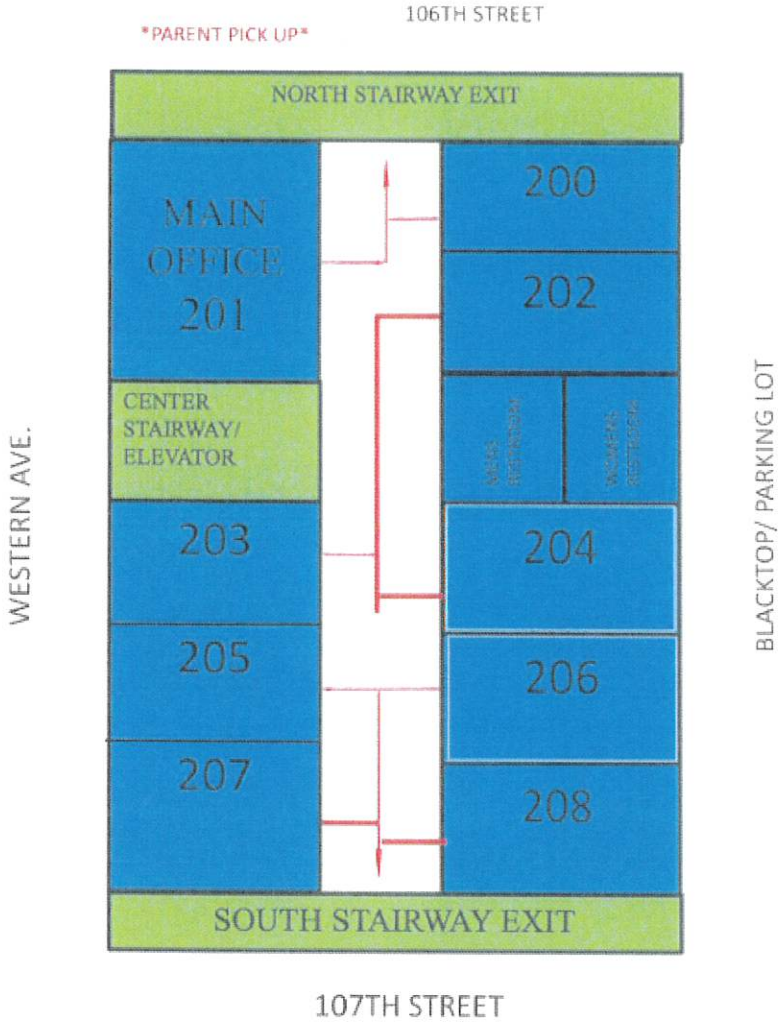


EVACUATION DIRECTIONS:

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

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

Comprehensive School Safety Plan

2025-2026
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: July 2025

Date of Update:

Date of Review:

- **with Staff**
- **with Law Enforcement**
- **with Fire Authority**

Approved by:

Name	Title	Signature	Date
Sione Thompson	Chief Academic and Strategic Initiatives		

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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 ofthe 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 I, 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 TEACH Public Schools Home Office & at the School Site.

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.

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) 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 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:

(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 school wide 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.

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 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:

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 our 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 he 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 contract 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 t 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:

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 substances. Make a concerted effort to secure a statement from the offending student prior t 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-

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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 1105311058, 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 pre-initiation 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:

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 1105311058, 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 pre-initiation 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.

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 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 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

(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 there after. 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 or you can contact the Fair Employment Housing Commission at 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. 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.

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.

(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 entry gate (85th St.) for all students to enter through and line up with their classroom teachers. Students may arrive at 8:00AM for breakfast. Staff will open the school and all staff will be positioned to greet the students as they enter the gates onto the enclosed school yard. Official arrival time for instruction is at 8:20AM.

The principal and staff will supervise the front of the school and school yard during 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 2:30pm (TK/K) 2:45pm (1st and 2nd) and 3:00 pm (3rd and 4th) on Mondays, Tuesdays, Thursday and Fridays. On Wednesdays, school dismissal is at 12:30pm (TK.K), 12:45 pm (1st and 2nd) 3rd and 4th (1:00pm) 1:30 pm for staff professional development. Minimum Day dismissal is at 12:45pm.

All staff members and community-based Safe Passage Organization staff monitor the safe entry and exit of students. All students will get dropped off and picked up, off of 85th street. Staff members will be present to direct students into the car as they pass by or be released to the parents who walk over to pick up students.

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
Provide opportunities for parents to participate and be involved in the school culture and community	Coffee with the Principal, Parent workshops, Parent Potluck, Parent Conferences, Way to Go Wednesday Assemblies, School Newsletter	Varies based on the events / activities	Principal & Office Manager	Surveys

Component:
Create and maintain a caring and connected school climate

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

Conduct Code Procedures

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;
- Utilizing a written referral framework;
- Designating selected classrooms and teachers as places for “time out/calm down/cool down”;
- Referring students to the principal or a designee;
- Contacting parents/guardians; and/or

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 school, 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 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
- Aspiration
- Integrity

- Dignity
- Positive Response to Community

Personal Attributes

- Appearance
- Punctuality
- Cordiality
- Responsiveness

TEACH Public Schools 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.

(K) Hate Crime Reporting Procedures and Policies

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. TEACH Public Schools 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 TEACH Public Schools District prohibits discrimination, intimidation, or harassment of any student by any employee, student, or other person in TEACH Public Schools: 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, TEACH Public Schools 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. 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 th 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.

(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 Public Schools participant that s/he believes s/he has 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. TEACH Public Schoolstreats 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 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
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. TEACH Public Schools staff shall assist the Target by providing contact information.
6. If the PCQ is a TEACH Public Schools 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

In the event of an active shooter on or near an elementary school campus, the primary goal is to protect students and staff by securing the building and minimizing potential harm. While every school's plan will vary, the following procedures are commonly implemented in elementary school lockdown situations:
1. Immediate lockdown
Initiation: A lockdown is announced via the school's emergency alert system (intercom, alarms, etc.) or by staff observation of a threat.
Securing classrooms: Teachers and staff will immediately close and lock all doors and windows. If a door cannot be locked, it should be barricaded using heavy furniture like desks or bookcases.
Lights off, blinds closed: Lights should be turned off, and blinds or curtains should be closed to make the room appear unoccupied.
2. Shelter in place and remain quiet
Move away from windows and doors: Students and staff should move to the safest part of the classroom, typically away from windows and doors, staying low to the ground and out of sight.
Silence devices: All electronic devices, including cell phones and televisions, should be silenced to avoid drawing attention.
Remain silent: Everyone in the room should remain quiet, avoiding any conversation or unnecessary movement.
Do not open the door: Doors and windows should never be opened unless an "all clear" signal is given by law enforcement or a known school official.
3. Account for students and communicate with authorities
Take attendance: Discreetly account for all students in the room. Report any missing students or additional individuals (students from the hallway, etc.) to the school administration using secure communication methods (radio, secure apps, etc.).
Contact 911 (if safe): If possible and safe to do so, dial 911 to alert police to the shooter's location and provide descriptive information.
4. When law enforcement arrives
Follow instructions: Remain calm and follow all instructions from law enforcement officers.
Keep hands visible: Put down any items in your hands and raise your hands, spreading fingers, keeping them visible at all times.
Avoid quick movements: Do not make quick movements or try to grab officers for safety.
Do not point or yell: Avoid pointing, screaming, or yelling.
Do not stop to ask questions: Do not ask officers for help or directions while evacuating.
5. All clear
Wait for the official signal: No one should leave the secured location until a clear and unmistakable "all clear" signal is issued by law enforcement or school officials (unique alarm, verbal announcement, secure text message, etc.).

Procedures for Preventing Acts of Bullying and Cyber-bullying

TEACH Prep has implemented measures to prevent bullying in school, including, but not limited to the following:
The school has established clear rules for student conduct and implements strategies to promote a positive learning environment.
Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.
Students are encouraged to notify school staff when they are being bullied or when they suspect another student is being bullied, and provided means to report threats or incidents anonymously and confidentially.
The school will conduct assessments of bullying incidents and, if necessary increase supervision in areas where bullying occurs often such as playgrounds, hallways, lunch area, restroom area, etc.

Will teach all students social and emotional skills and establish classroom and school-wide practices that promote relationship-building, including teaching all school stakeholders to speak out when they see or hear bullying, degrading language, and bias or prejudice.
Students will receive bully prevention lessons that identify bullying and strategies to combat bullying in the classroom through their Morning Conversation Times as well as through Thrively.

Opioid Prevention and Life-Saving Response Procedures
Prevention
Education: Age-appropriate opioid prevention classroom lesson tied in with Thrively will be implemented in our school.
Teachers will teach children about the dangers of opioid misuse, how to make healthy choices, and safe medication practices.
This includes recognizing trusted adults for medication, never sharing medicine, and storing medicine out of reach and sight.
Will offer resources for educators, families, and students on opioid safety and preventing misuse.
Safe Medication Storage: Emphasize the importance of safe medication storage practices in school environments for all staff
Medications will be kept in a high, locked cabinet or container, out of reach and sight of children.
Employees will be reminded to store their own medications securely, including in purses or bags, out of reach of students.
Life-saving response procedures:Office Managers, counselors and Administration are trained to administer Narcan or equivalent and emergency interventions. The training and protocols are aligned to Ed Code section 49414.3a

Response Procedures for Dangerous, Violent, or Unlawful Activities
Response to Violent or Unlawful Activity
TEACH Public Schools is committed to ensuring the safety and well-being of all students, staff, and community members. In the event of violent or unlawful activity on or near school grounds, the following procedures will be implemented promptly and in accordance with California Education Code, local law enforcement protocols, and the school's crisis response plan:
1. Immediate Notification and Protection
    - School staff shall immediately notify administration and call 9-1-1 or local law enforcement if there is an imminent threat.
    - The site administrator will initiate appropriate lockdown, shelter-in-place, or evacuation procedures using the school's emergency communication protocols.
    - Staff will take all necessary steps to secure students and themselves, including locking doors, moving to safe areas, and accounting for all individuals present.
2. Internal Communication
    - The school will use its internal alert systems (e.g., PA system, mass messaging, radios) to inform staff and students of the nature of the threat and the expected safety response.
    - Communication will be maintained with the district office and law enforcement throughout the incident.
3. Law Enforcement and Emergency Responder Coordination
    - Once law enforcement arrives, the school site administrator or designee will provide all necessary support and access to facilitate their response.
    - The school will defer to law enforcement in managing the scene while maintaining focus on student safety and communication with families.
4. Family Notification
    - The school will notify families of students affected by the incident as soon as it is safe and practical to do so.
    - Communication will include a summary of the event (to the extent permissible), actions taken, and steps for reunification or continued safety procedures.
5. Post-Incident Actions
    - A debrief will be conducted with staff and law enforcement to evaluate the response and make necessary adjustments to safety protocols.
    - Mental health support services will be made available to students and staff affected by the incident through the school's counseling team and/or community partners.
    - The school will document the incident, actions taken, and follow-up interventions for compliance and accountability purposes.
6. Ongoing Training
    - All school personnel will receive annual training on crisis response protocols, including how to respond to violent or unlawful incidents.
    - Regular drills (lockdown, evacuation, shelter-in-place) will be conducted in accordance with state law and best practices.

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 30, 2025 and adopted by TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School on June 30, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

The Instructional Continuity Plan (ICP) was last revised and adopted by TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School on June 30, 2025, in compliance with Senate Bill 153 (Chapter 38, Statutes of 2024), which added requirements to California Education Code Section 32282. The ICP ensures that all students have access to instruction during emergencies or natural disasters and reflects TEACH Preparatory's commitment to educational equity, safety, and wellness.

This plan will be formally integrated into the school's Comprehensive School Safety Plan (CSSP) by July 1, 2025, and is required for eligibility to submit Form J-13A waiver requests starting in fiscal year 2026–27. Its goal is to minimize disruption and address the academic, social-emotional, and mental health needs of every pupil.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

TEACH Preparatory will initiate contact with families and students within five calendar days of an emergency using a wide range of platforms, including ParentSquare, Facebook, Instagram, SMS, phone calls, email, flyers, and the school portal. These tools provide two-way communication, allowing families to respond with needs or concerns so staff can assess and offer support quickly.

If infrastructure is damaged, contingency plans will include mobile notification units, printed handouts at meal pickup sites, and coordination with community agencies to maintain connectivity and equity in engagement.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

TEACH Preparatory will initiate contact with families and students within five calendar days of an emergency using a wide range of platforms, including ParentSquare, Facebook, Instagram, SMS, phone calls, email, flyers, and the school portal. These tools provide two-way communication, allowing families to respond with needs or concerns so staff can assess and offer support quickly.

If infrastructure is damaged, contingency plans will include mobile notification units, printed handouts at meal pickup sites, and coordination with community agencies to maintain connectivity and equity in engagement.

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

TEACH Preparatory recognizes that emergency scenarios may compromise communication systems due to power outages, infrastructure damage, internet disruptions, or displacement of families and staff. In anticipation of these challenges, the Academy will activate contingency measures to maintain two-way communication with students and families.

These measures include:

Deployment of mobile notification units through district or community partners

Distribution of printed handouts at meal pickup sites, shelters, and community hubs

Use of battery-powered devices and offline-ready communication templates prepared in advance

Coordination with local agencies, media outlets, and municipal networks to broadcast urgent updates

Utilization of staff phone trees and manual contact logs for voice outreach when digital systems fail

Staff will continuously assess infrastructure status and adapt outreach methods based on real-time conditions. Communication strategies will be designed to reach families across varying access levels and preserve equitable engagement even during unpredictable disruptions.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Well-being is at the core of emergency response at TEACH Preparatory. Services include tele-counseling, trauma-informed practices, multilingual mental health support, and direct outreach to families.

Priority will be given to vulnerable groups—such as ELs, students with disabilities, foster youth, and those experiencing homelessness—through screenings and personalized services. All supports will be available in multiple languages and adapted for remote or in-person access depending on circumstance.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Instruction will resume as soon as practicable—but no later than ten instructional days following an emergency event—through in-person learning when conditions allow or remote learning aligned with Independent Study standards (EC Sections 51747 and 51749.5).

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

n-person instruction at TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School will resume once critical recovery benchmarks are met to ensure the safety and well-being of students, families, and staff. These conditions include the lifting of evacuation orders, restoration of essential utilities such as electricity and water, verified healthy air quality, safe and accessible drinking water, and the removal of debris or structural hazards from campus. Internet infrastructure must be operational to support digital learning resources, and the availability of sufficient staffing and functional kitchens will be verified to ensure both supervision and meal provision.

Should school sites remain inaccessible, TEACH Preparatory may activate alternative instructional arrangements, including temporary relocation to neighboring campuses or community partner facilities. These decisions will be made in collaboration with the TEACH Leadership Team to prioritize student safety, continuity of learning, and family support.

Remote Instruction

Plans for remote instruction.

As required, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Remote instruction at TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School will align with Education Code Sections 51747 and 51749.5, which govern Independent Study instruction. Instruction will be designed to meet the same rigor and academic standards as traditional in-person instruction, delivered through both synchronous and asynchronous formats.

Zoom will be used as the secure, encrypted virtual learning platform, authenticated through the TEACH Google Email system to ensure only authorized users access instructional content. Students and families will receive onboarding support, live instructional engagement, and alternative instructional formats to address any barriers to connectivity or technology access.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

To ensure equitable access, TEACH Preparatory will distribute instructional materials in both digital and non-digital formats. Digital resources—including textbooks, lesson plans, and interactive activities—will be made available through school-approved platforms, integrated with students' TEACH Google accounts.

For students without internet or devices, printed packets will be prepared and distributed through scheduled pickup times, mail delivery, or drop-off at community partner locations. These materials will include multilingual instructions and grade-appropriate scaffolds, ensuring all learners—including students with disabilities and English learners—can participate fully in instruction.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Schoolwork will be accessed and submitted using secure platforms such as Google Classroom, the TEACH Portal, and authenticated email accounts. Teachers will upload assignments, facilitate feedback, and monitor progress digitally.

Where connectivity issues arise, students will receive assignments in print, with clear instructions for completion and designated options for submission, such as drop-off locations, mailed return, or in-person collection when safe. Staff will follow up with families to support engagement and troubleshoot challenges.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural

disaster disrupts in-person learning:

If an emergency or natural disaster disrupts campus access, TEACH Preparatory will support students and families in temporarily enrolling at:

Neighboring school districts

County offices of education

Charter schools and charter management organizations

The TEACH Leadership Team will coordinate enrollment logistics, transfer of academic records, transportation, and device access. Clear communication and outreach will ensure reassigned students maintain continuity in instruction, services, and support programs.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

TEACH Preparatory will maintain proactive communication with families, students, staff, and faculty throughout any emergency. Messaging will begin immediately after the event and follow scheduled updates at least every 48 hours, or as needed based on evolving conditions.

Communication channels include:

ParentSquare for texts, emails, and voice calls

Official Facebook and Instagram accounts

School website, email, phone calls, and printed flyers

All messages will be reviewed by the TEACH Leadership Team to ensure clarity, accuracy, and multilingual accessibility.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Educators and students will be provided with:

Early access to Independent Study agreements

Online access to assignments and academic resources via authenticated Google accounts

District-issued laptops or tablets

Wi-Fi hotspots for families experiencing internet barriers

Professional development in digital platforms will be provided to educators, and IT support will remain available throughout emergency operations.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Instruction will prioritize standards-aligned learning objectives that maintain grade-level expectations. Teachers will use:

Synchronous Zoom instruction

Asynchronous assignments

Formative and summative assessments

Regular virtual office hours, tutoring sessions, and feedback loops

Student progress will be tracked through rubrics, digital engagement tools, and teacher/student check-ins.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

All students—including those with disabilities, foster youth, English learners, and those experiencing homelessness—will have equitable access to instructional resources. This includes:

Multilingual materials

Culturally responsive outreach

Differentiated formats (print, digital, audio)

Accommodations provided by specialized staff

Support teams will work directly with families to identify barriers and develop tailored solutions for continued participation.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

IEP services will be delivered remotely via:

Teletherapy sessions

Virtual consultations

Digitally modified instruction and services

Case managers will coordinate virtual meetings, monitor student progress, and maintain compliance documentation. Families will be engaged in planning and adjustments to service delivery.

English Leaners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Plans to provide access back-up, water and medicines in the event of an emergency.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School’s Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

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

Safety Plan Appendices

Powered by BoardOnTrack

Emergency Contact Numbers

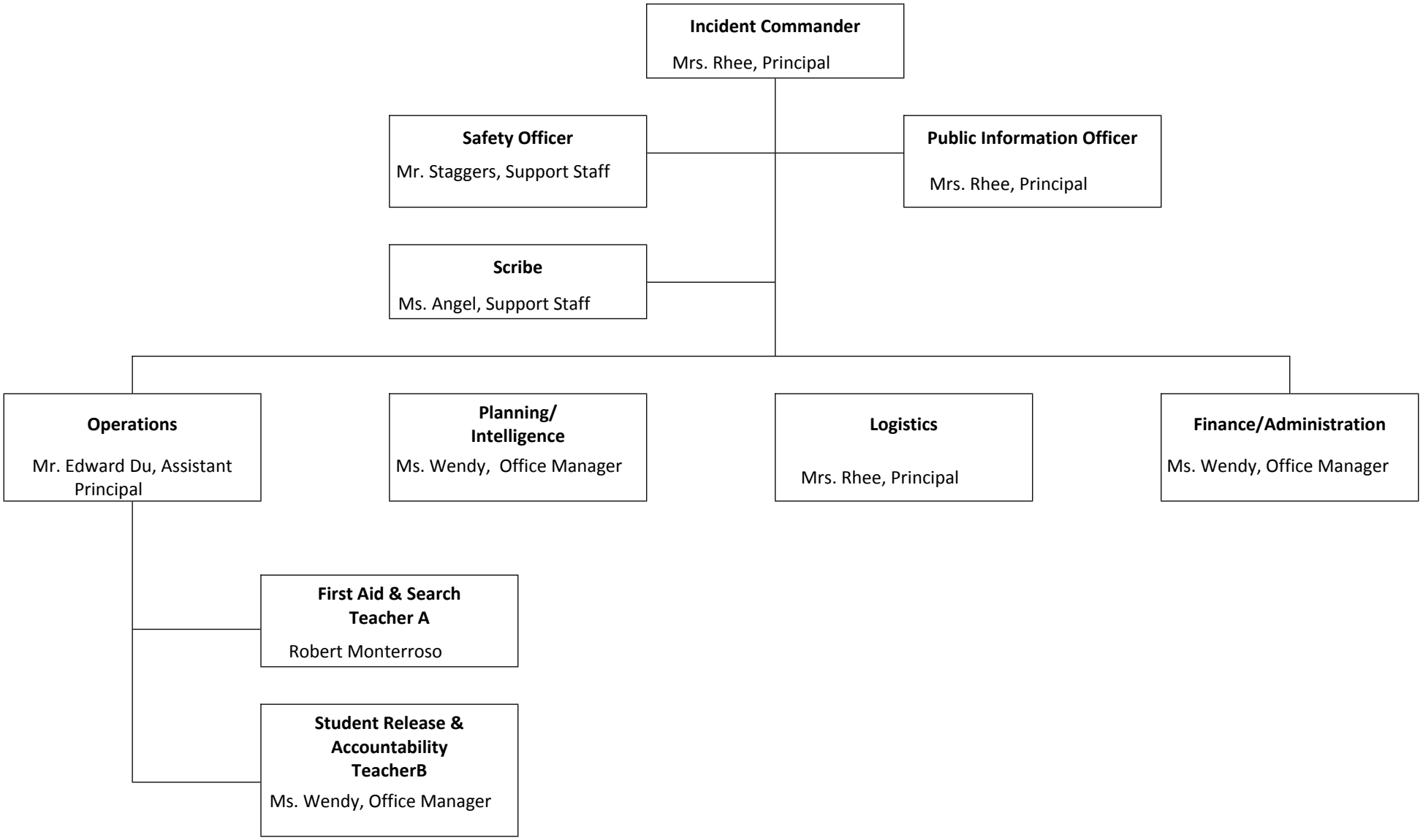
Utilities, Responders and Communication Resources

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	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Safety Plans are submitted by March 1st to the TEACH Public Schools home office who keeps the documentation. Additional copies are available at the school office for review.	March 1st of current school year	
Law enforcement agency consulted with in the writing and development of the Comprehensive School Safety Plan.	March 1st of current school year	
Plan written and developed by a school site council (SSC) or a safety planning committee.	March 1st of current school year	
School safety plan will be communicated to the public during parent meetings.	Beginning of school year (first quarter)	
Safety Planning Committee/SSC identifies areas of need/focus for improvement and enhancement.	March 1st of current school year	
Safety Planning Committee/SSC reviews and addresses, as needed, the school's procedures for complying with existing laws related to school safety.	March 1st of current school year	
Emergency Drills to occur monthly with the assistance of the Director of Facilities and Maintenance.	Set for various dates of each month	See attached Emergency Date List

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School 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:	Mrs. Rhee,	Principal
Alternate:	Vance,	Support Staff

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. 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 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 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: Mr. Jonathon Staffers, Support Staff

Alternate: Mr. Chris, 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

A.3. Public Information Officer

Primary: Mrs.Rhee, Principal

Alternate: Ms. Wendy, Office Manager

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 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/marking 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: Mr. Edward Du

Alternate: Ms. Rosario

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 he 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. Edward Du

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.

- 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. Jonathan Staffers

Alternate: Mr. Chris

Assess, identity 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.
- Verity 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: Mr. Robert

Alternate: Mr. Chris

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 Mr. Robert Monterroso, Ms. Vickie

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: Ms. Rosario

Alternate: Ms. Lopez

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 injures 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: Ms. Rosario

Alternate: Ms. Fernandez

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: Mr. Edward Du

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 Ms. Angel

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: Ms. Wendy

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.

- 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: 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.

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: Ms. Wendy

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: Mr. Edward Du/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 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: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.

- 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: Robert Montero

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: Mrs. Rhee/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.
- 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: 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.

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: Mrs. Rhee

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.

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

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.

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 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.
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
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

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.

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
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).

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 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.

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 flyer 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 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.

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 If indoors:
1. DUCK or DROP to the floor on your knees and make the body as small as possible. COVER yourself under a sturdy desk, table or bench, in a hall, or stand against an inside wall.
a. You should be facing away from: windows; doors; glass; skylights; brick or rock faced walls; large movable objects, such as bookcases; or outside doors and walls.
b. 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; be prepared to move with it. STAY in this position for at least one minute or, in a real situation, until shaking stops. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.
c. Rest your head on one arm and place your other arm over the base of the head and neck.
2. Turn away from windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover and be prepared to move with it.
5. Hold the position until the ground stops shaking.
6. When initial shaking stops, principal or office manager sounds alarms to evacuate the building.
7. Staff to follow emergency procedures previously described.

When outdoors, stay outside.
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.
1. Move away from buildings and overhead wires or structures
2. Lie down or crouch low to the ground. Drop to the ground on your knees and make the body as small as possible
a. Face position away from: buildings, power poles and lines, trees or other overhead hazards, roads and streets, as cars may go out of control.
b. 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.
3. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures
4. Look out for dangers that demand movement.
5. Be prepared to duck and cover again due to after shocks.
Staff to follow emergency procedures previously described
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.

Teacher responsibilities during the evacuation

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

? Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
13. Contact the Utility company with any damage to water lines, sewers, power lines or other utilities
14. Any areas affected by the explosion will not be reopened until the City/County HazMat or appropriate agency provides clearance and authorization

Scenario 2: Risk of Explosion on School Property

General Procedures
1. Call 911
2. Determine the appropriate response signal: Lockdown (Soft) or Evacuation
3. If an evacuation is warranted, follow standard evacuation procedures in Evacuation Procedures
4. If an explosion occurs follow the procedures outlined in Bomb Threats

Scenario 3: Explosion or Risk of Explosion in Surrounding Area

General Procedures
1. The IC will initiate a Lockdown (Soft)
2. Call 911
3. Do not declare an All Clear until the appropriate authorities have given authorization to do so

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

General Procedures
1. The IC will initiate a Lockdown (Soft)
2. Call 911
3. Staff members should attempt to establish an adequate barrier or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion. Move students away from exterior windows.
4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible
5. Turn off the school's main gas supply, local fans in the area, lock doors and windows, shut down all buildings' air handling systems, seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, and turn off sources of ignition, such as pilot lights
6. Monitor radio or television announcements and initiate further action as appropriate
7. Do not declare an All Clear until the City/County HazMat or appropriate agency provides clearance

Fire in Surrounding Area
IC will determine whether the students and staff should leave the premises, or any further action should be implemented.

Burning Clothes
If a student's or staff member's clothing catches fire, don't allow them to run! Smother the fire with a blanket, coat, rug, curtain, or other heavy fabric material. If wrapping material is not available, drop the victim to the ground and attempt to smother the fire by rolling the victim on the ground. After the fire is out treat the victim for shock (lying down, feet raised, neck supported) and cover the burned area with soaking wet cloth, sheet or blanket.

When appropriate and directed by the IC, SERT member may:
1. Turn off the gas and electricity service
2. Direct emergency vehicles to the scene
3. Make sure fire lanes are clear and gates are open

IMPORTANT: ALL SEARCH AND RESCUE, FIRE FIGHTING, OR ANY OTHER ACTIVITIES WILL CEASE IF TOXIC OR HAZARDOUS MATERIALS ARE INVOLVED. ALL PERSONNEL ARE TO EVACUATE IMMEDIATELY.

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

Flooding

Flood/ Severe Weather

Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

The principal will assess the situation and make an announcement over the PA or megaphone to A) evacuate, B) stay in classes or C) release students to go home.

See emergency procedures previously described for evacuation directions.

Loss or Failure Of Utilities

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

General Procedures

1. Communicate with school administration when a power failure or loss of utilities in any part of the school building occurs.
2. Call 911 and provide them with location and nature of the emergency.
3. Inform the custodial staff of the situation.
4. Check elevators affected by the outage for stranded occupants. If there are stranded elevator passengers, a staff member should be assigned to stand outside on the nearest floor to facilitate communication with the person(s) inside.
5. Locate flashlights with batteries to use until power comes back on. Do not use candles – this can cause a fire.
6. Turn off sensitive electronic equipment such as computers, VCRs, and televisions.
7. Turn off major electric appliances that were on when the power went off. This will help to prevent power surges when electricity is restored.
8. Check the status of the fire alarm system. The system should have a secondary back up power supply and should be operating. This is important, as the cause of the electrical failure may be the result of an electrical fire condition.
9. Assess need for further assistance. Contact the appropriate utility company.
10. Consider the need for evacuation or early dismissal of the school on the basis of the time it will take to restore power to windowless areas, heat or air conditioning, meal preparation facilities, and water services.
11. Should the school be without electricity for an extended period, notify appropriate individuals/agencies (charter board, media)
12. As needed, school emergency supplies will be utilized to compensate for the loss of a utility
13. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion section

Electrical Failure

1. Principal and/or custodian notify the electrical company.
2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

Gas Line Break

1. Principal and/or custodian notify Local Gas Company.
2. Principal and/or custodian notify the Fire Department.
3. Staff to follow the emergency procedures previously described.

Water Main Break

1. Principal and/or custodian notifies the water department.
2. Custodian shuts off water.
3. Principal or notifies the police.
4. Principal determines if it is necessary to follow the emergency procedures on page 6 to evacuate students and staff.

Water Contamination

1. Instruct teachers to move students away from drinking fountains and sinks.

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
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
78
Notify appropriate District Personnel for assistance as needed.
Communicate with Law enforcement
Follow orders given by law enforceme

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.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

Contact the Director of Student Services at the TEACH Prep Elementary for specific procedures relating to crisis management.

Procedure

1. The School Administrator will activate the School Psychological First Aid Team, (Principal, School Counselor, Parent/Family Coordinator, RSP Teacher) which has primary responsibility for providing necessary assistance after all types of crises.

2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency. The Team may determine the need for additional psychological support and will contact the Superintendent to request additional mental health support.

3. The Psychological First Aid Team will provide direct intervention services.

4. The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.

5. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma.

6. The Psychological First Aid Team should isolate students demonstrating externalized behavior.

7. The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required for both student and staff.

Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This 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. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify the District Office, Director of Food and Nutrition Services(Office Manager). Administrator will determine if they need to call “911.”
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The School Administrator will notify the District Superintendent to determine necessary follow-up actions including the need to notify other potentially affected district facilities.
7. The School Administrator and the District Superintendent will confer with the County Department of Health Services before the resumption of normal operations.
8. The School Administrator will notify parents of the incident, as appropriate.

Water Contamination

1. Instruct teachers to move students away from drinking fountains and sinks.
2. Notify school office and TEACH headquarters.
3. Have custodian turn off pressure to drinking fountains and sinks.

Tactical Responses to Criminal Incidents

Tactical Response to Criminal Incidents

In the event of a criminal incident on or near school grounds—including but not limited to acts of violence, possession or use of weapons, threats, vandalism, theft, or drug-related offenses—TEACH Public Schools will implement the following tactical response plan to ensure the safety of students and staff, and to support appropriate law enforcement engagement:

1. Immediate Threat Assessment and Action
    - Assess the Situation: The first adult witness or informed staff member will immediately notify the site administrator or designee and, if needed, call 9-1-1.
    - Initiate Emergency Protocols: The administrator will determine whether to initiate a lockdown, shelter-in-place, or evacuation depending on the nature of the criminal activity.
    - Secure the Perimeter: Staff will take action to secure access points and direct students away from the threat if evacuation is not possible or safe.
2. Engagement with Law Enforcement
    - The administrator or Incident Commander (per the ICS/NIMS framework) will serve as the point of contact with responding law enforcement officers.
    - The school will provide access to security camera footage, maps, incident reports, and any available information about potential suspects or witnesses.
    - School staff will cooperate fully and follow law enforcement direction regarding suspect containment, apprehension, and scene security.
3. Internal Communications and Staff Roles
    - Staff will use radios, intercoms, or emergency messaging apps to maintain contact with site leadership and follow instructions.
    - Designated safety team members will perform assigned duties, such as student accountability, first aid response, or parent liaison.
    - The school will activate its emergency operations plan and, if necessary, deploy its incident command structure.
4. Parent and Community Notification
    - The school will notify parents/guardians of the incident once it is safe to do so, using email, phone, and/or text systems.
    - Clear, factual information will be provided about the nature of the incident, actions taken, and next steps for student reunification or continued operations.
5. After-Action and Recovery
    - An incident debrief will occur within 48 hours with school leadership, safety staff, and law enforcement to review response effectiveness and areas for improvement.
    - The school will review its safety plan and procedures based on incident learnings and make updates as needed.
    - Counseling and mental health services will be made available to all students and staff impacted by the event.
6. Ongoing Preparation and Training
    - The school will conduct annual tactical response trainings for all staff, in collaboration with local law enforcement.
    - Tabletop exercises and full-scale simulations will be incorporated into safety drills to ensure staff familiarity with varied criminal scenarios.
    - The school will maintain current MOUs with local police departments and community-based response teams as applicable.

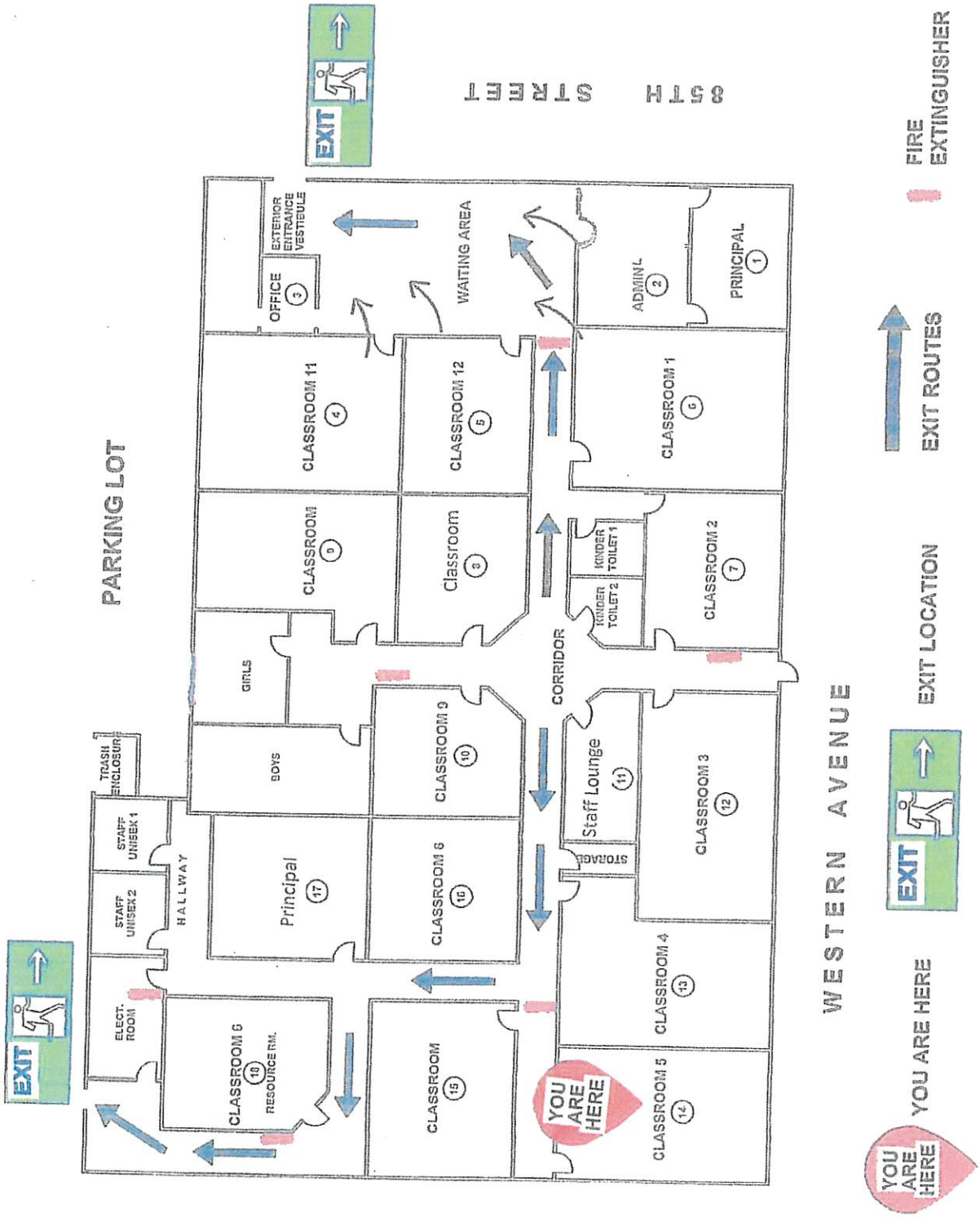
Unlawful Demonstration or Walkout

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.

Emergency Evacuation Map

Powered by BoardOnTrack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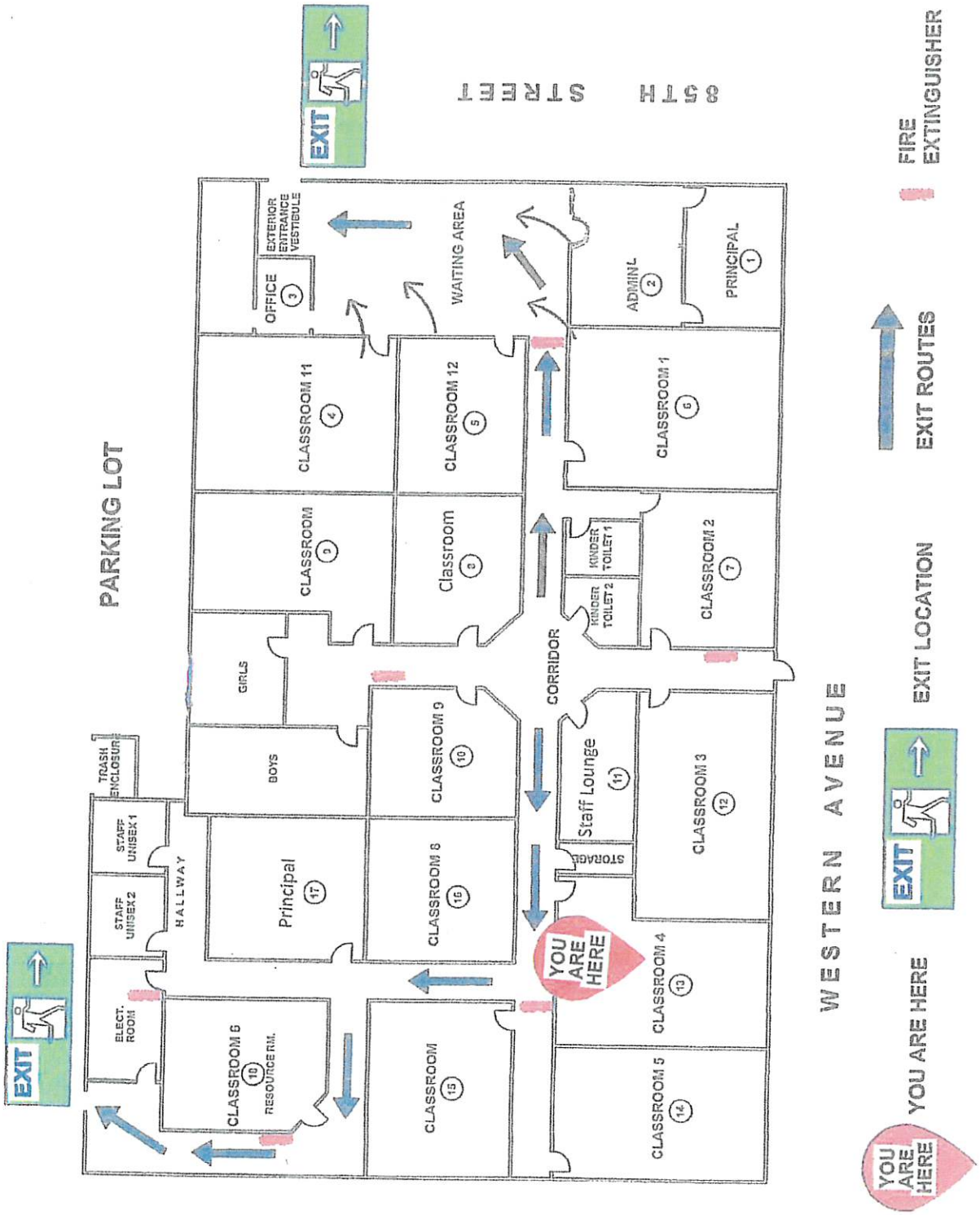
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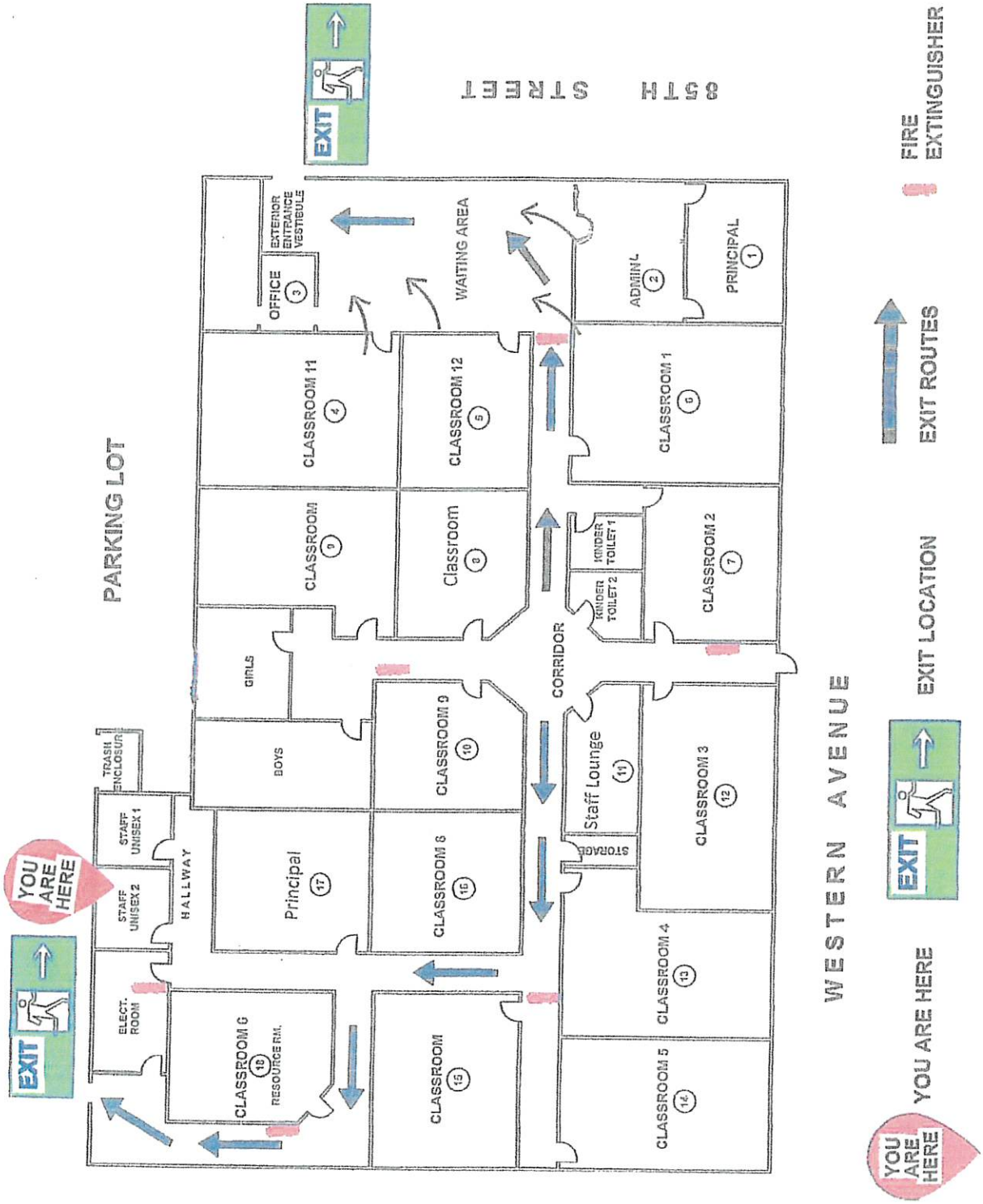
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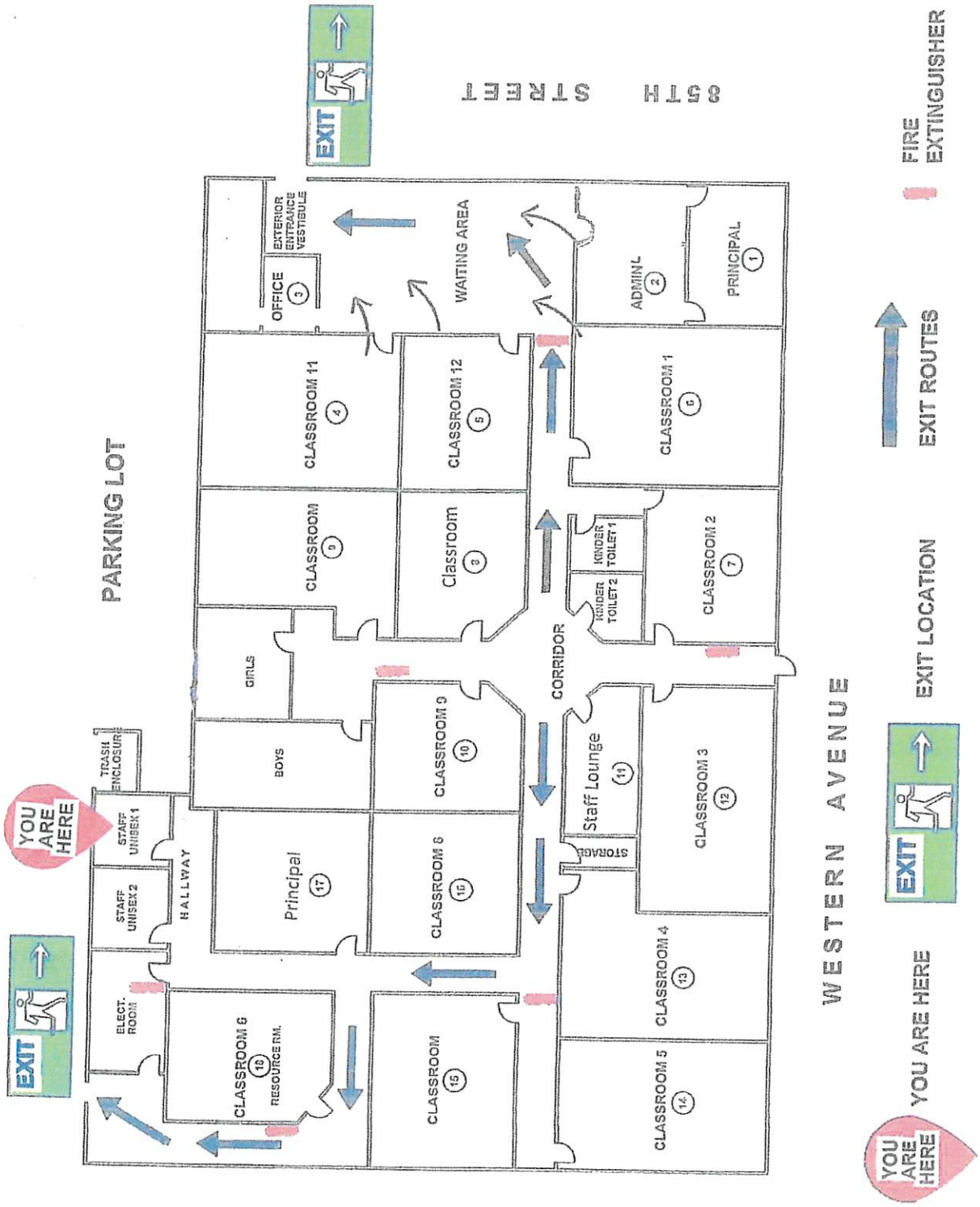
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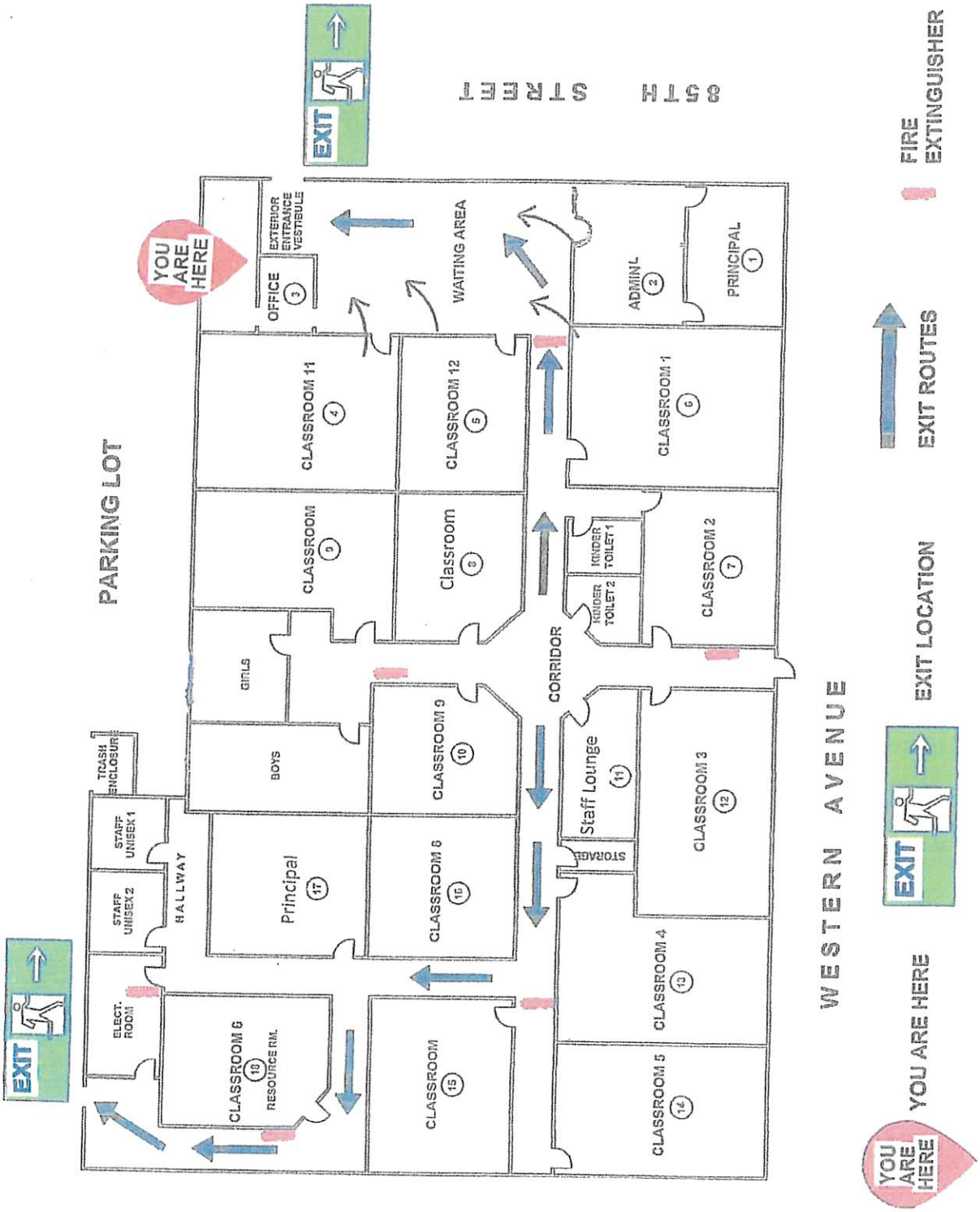
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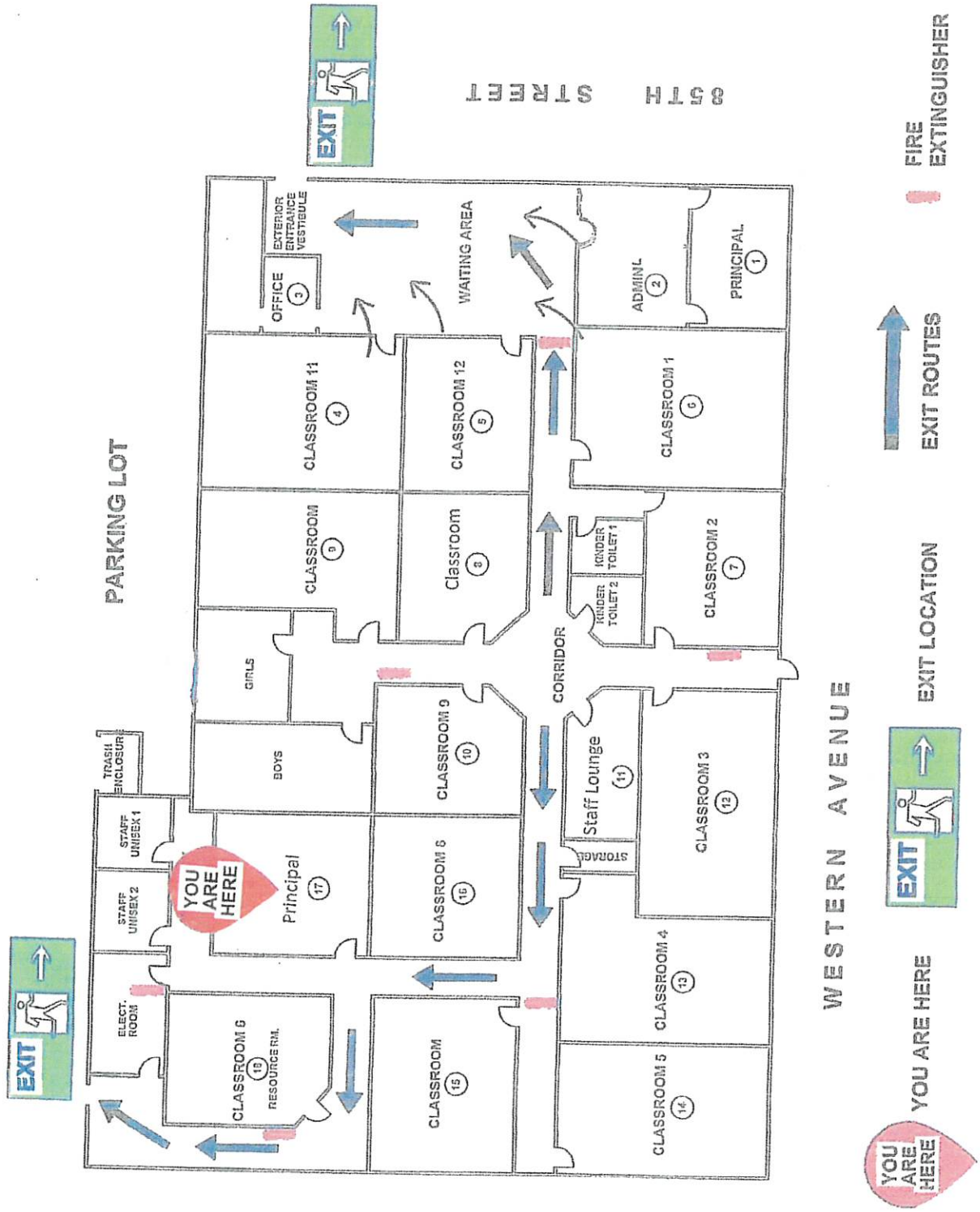
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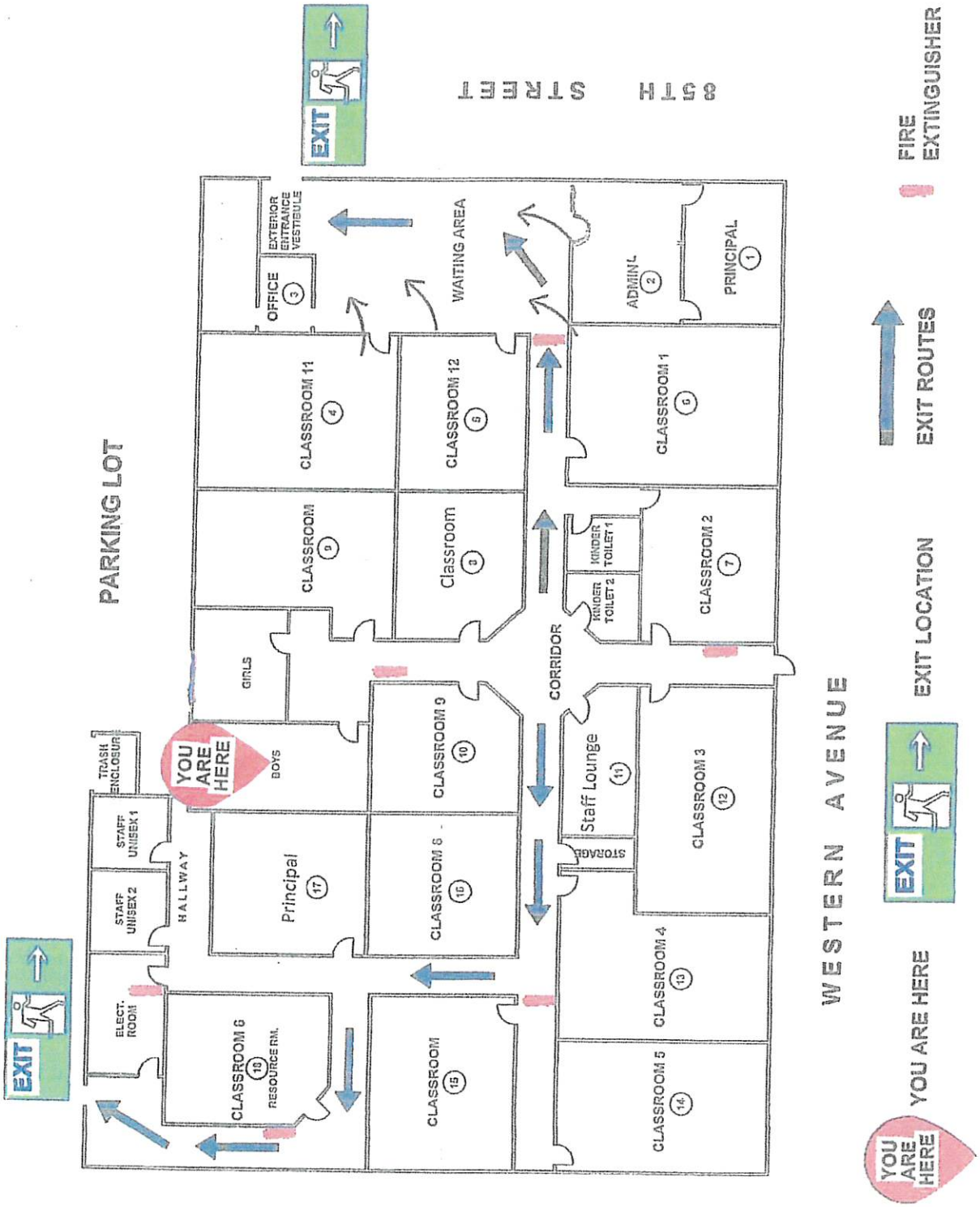
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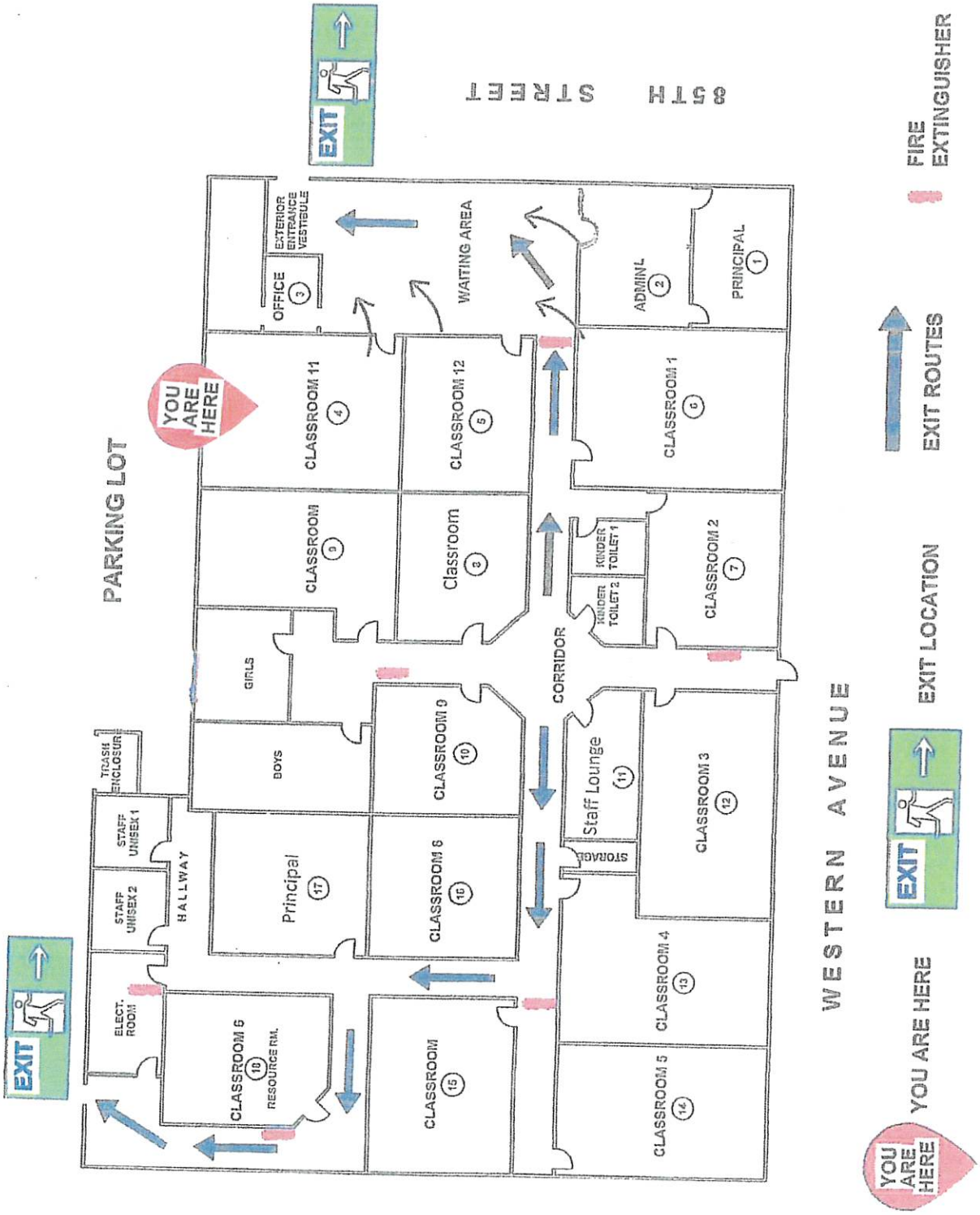
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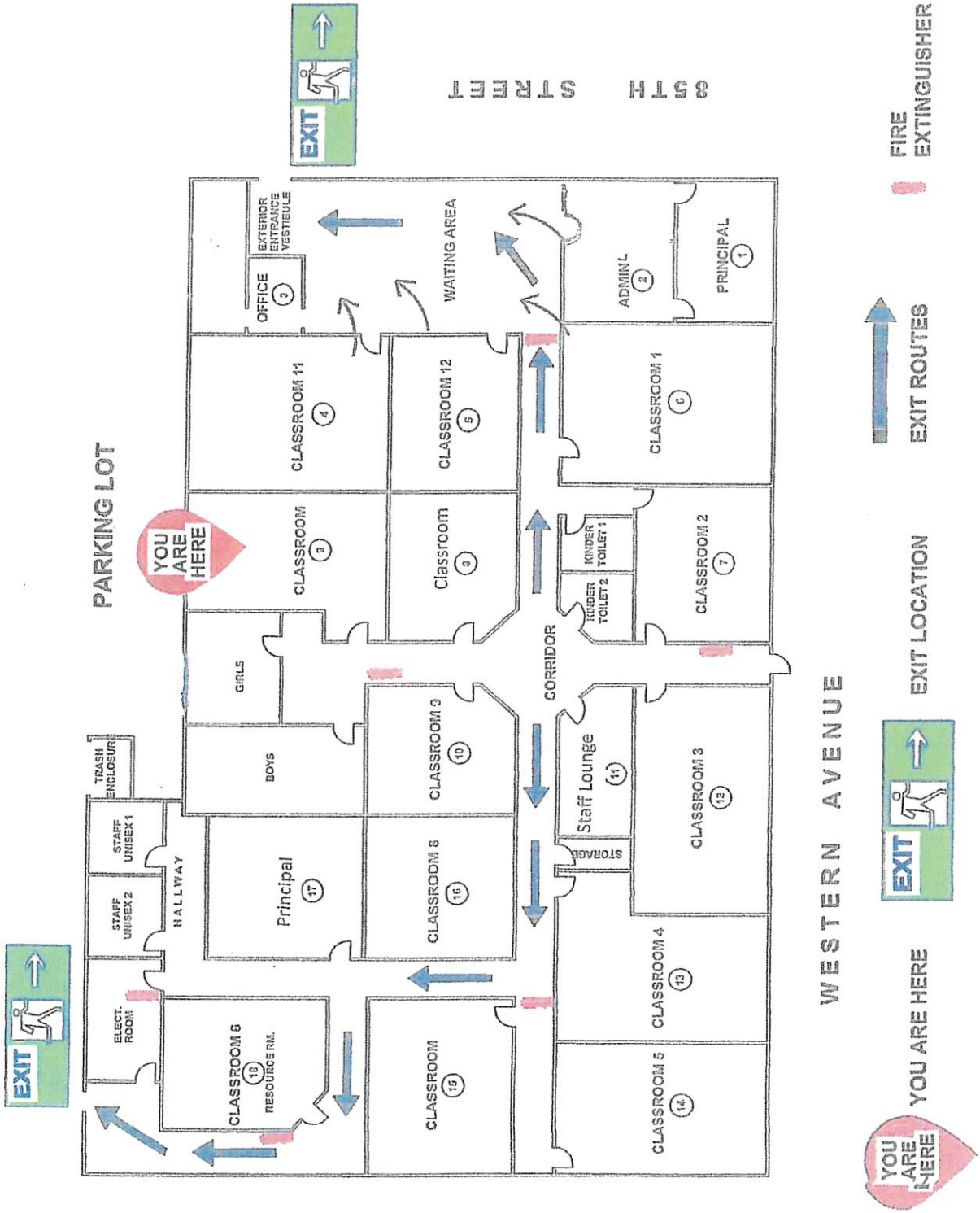
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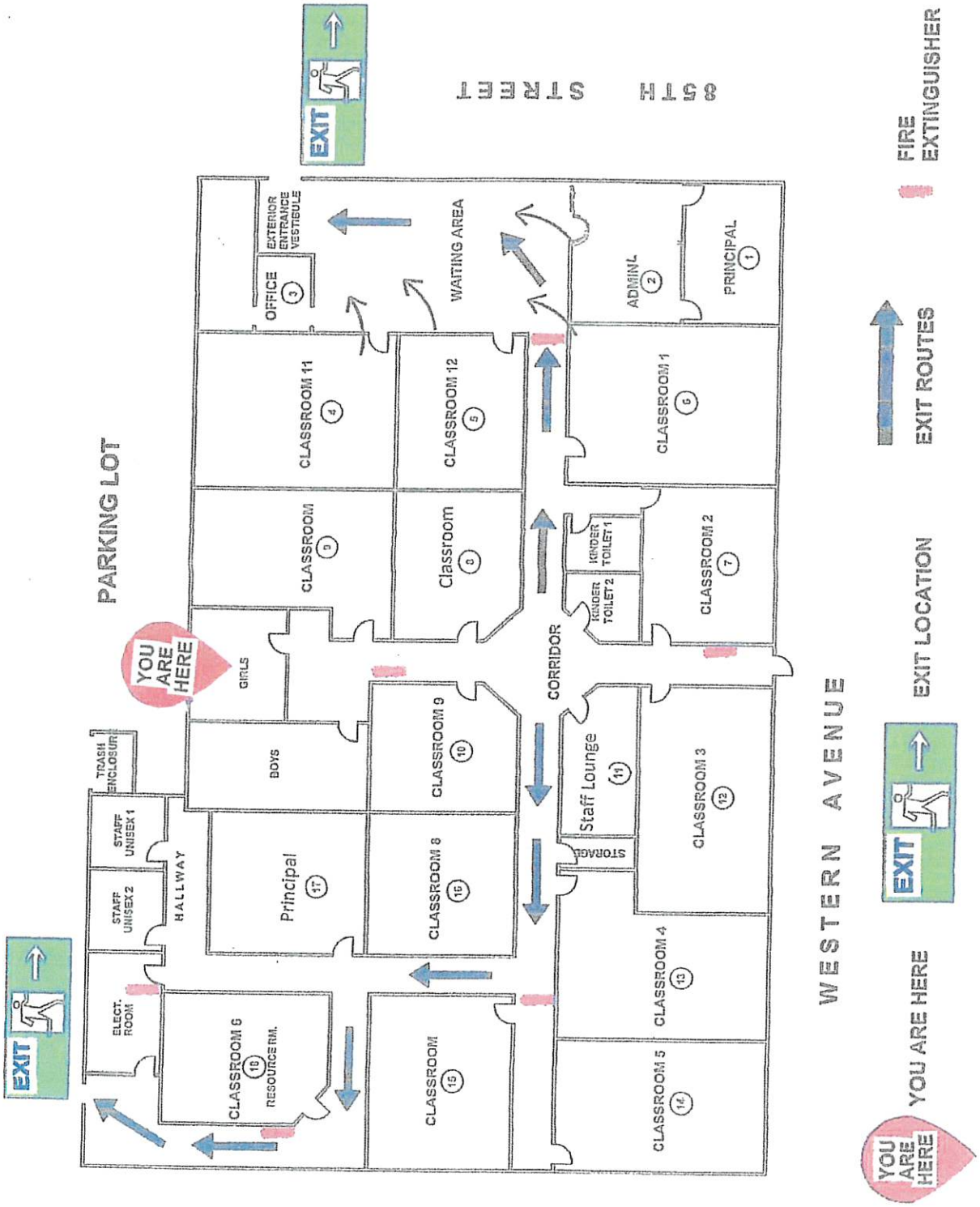
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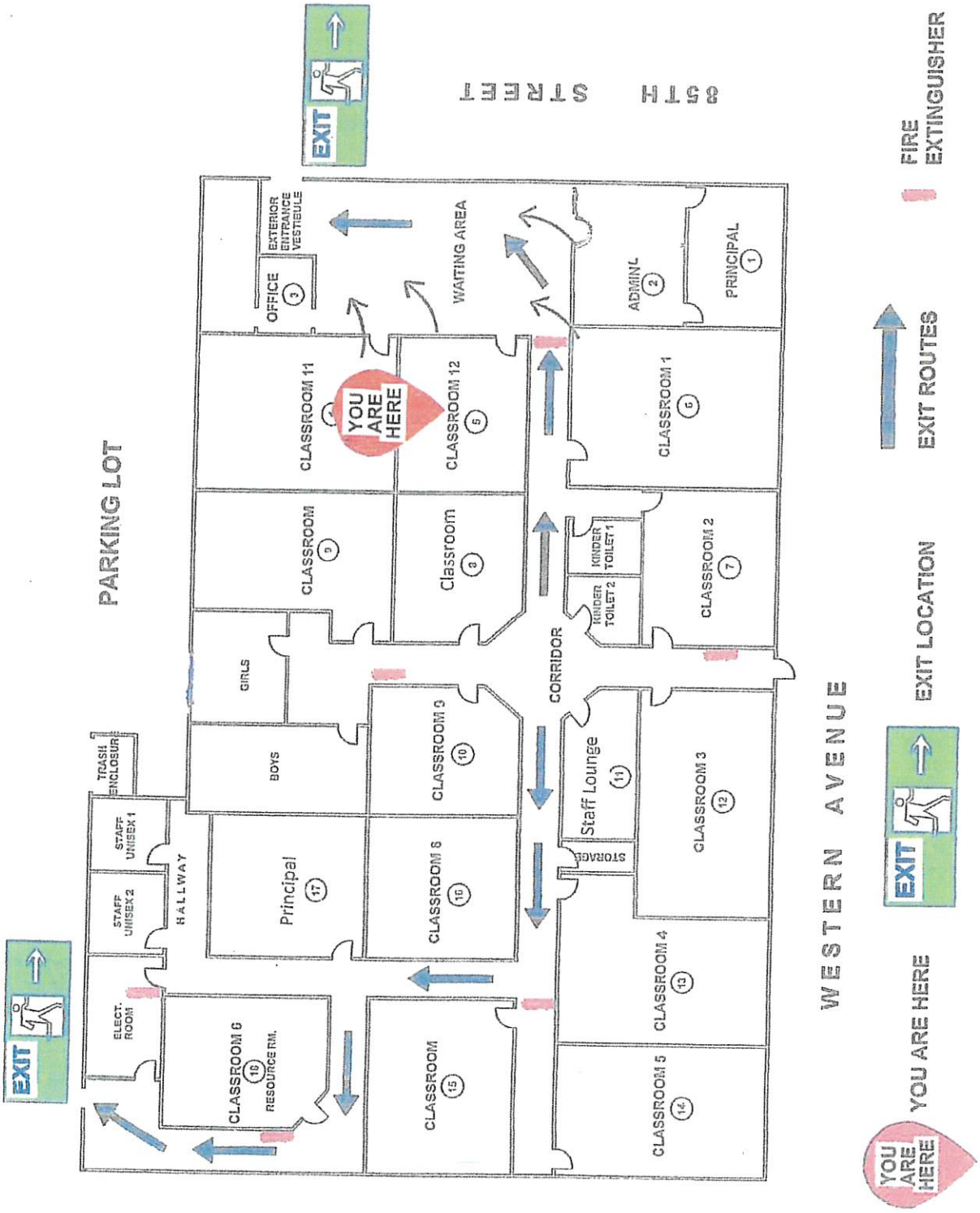
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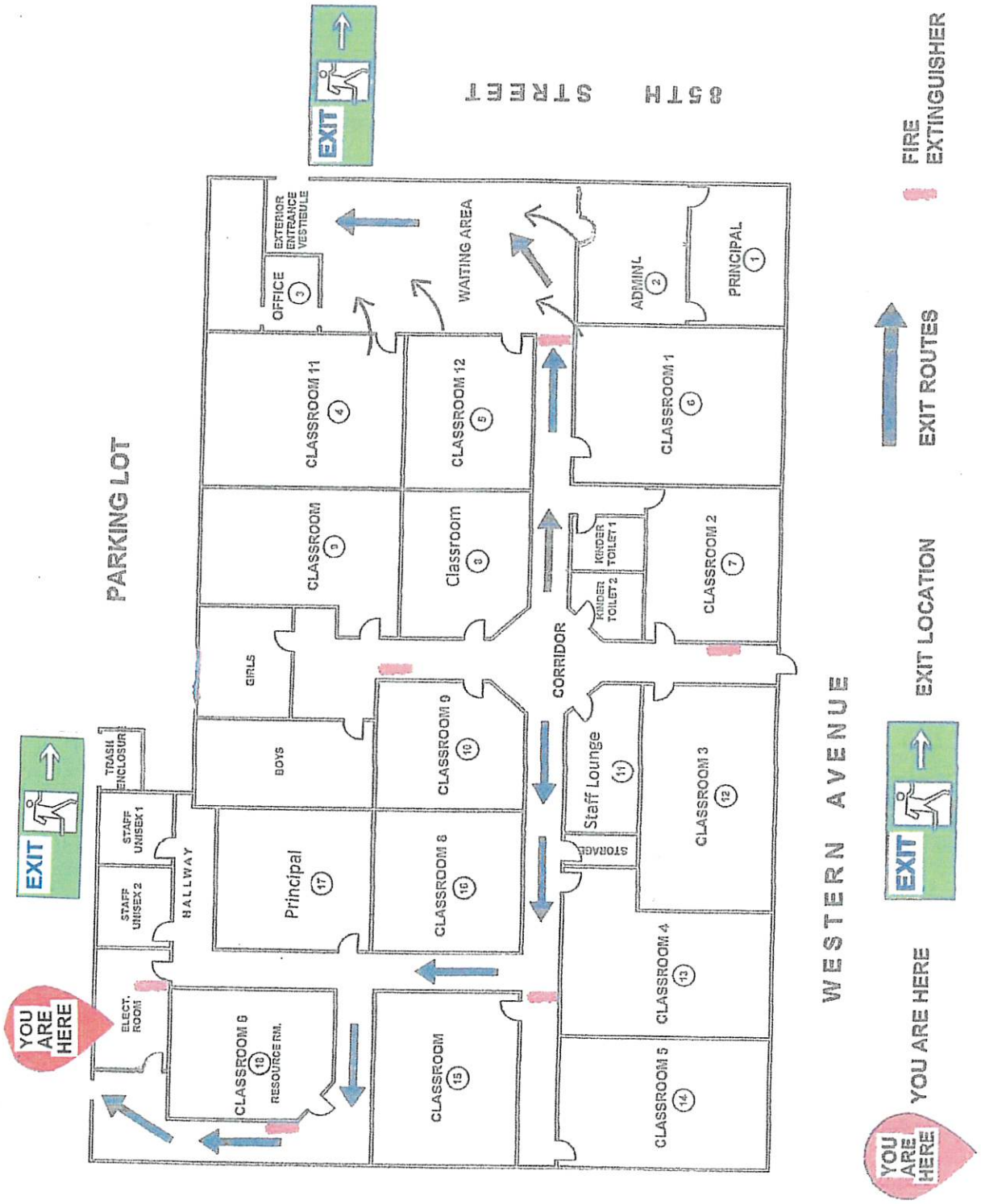
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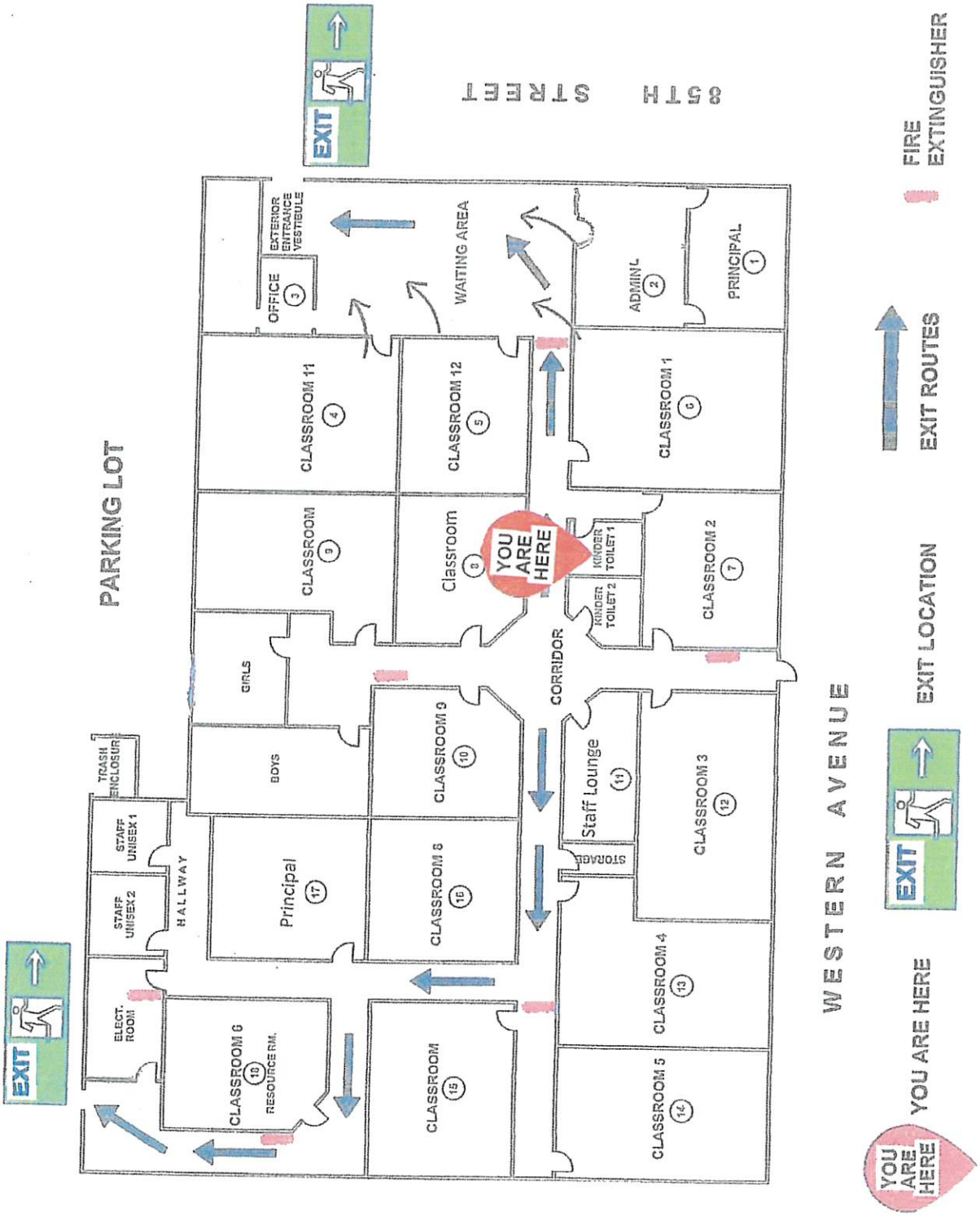
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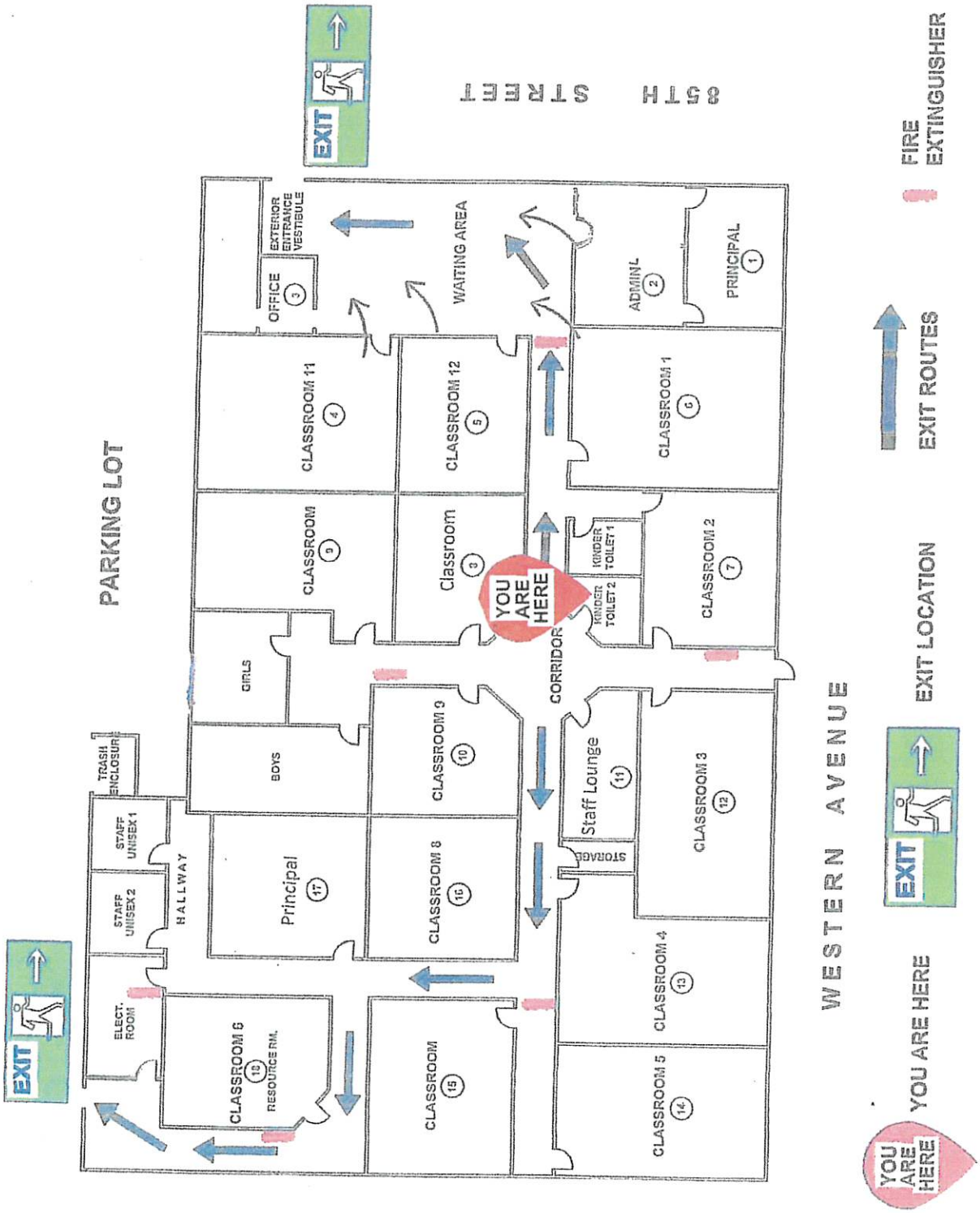
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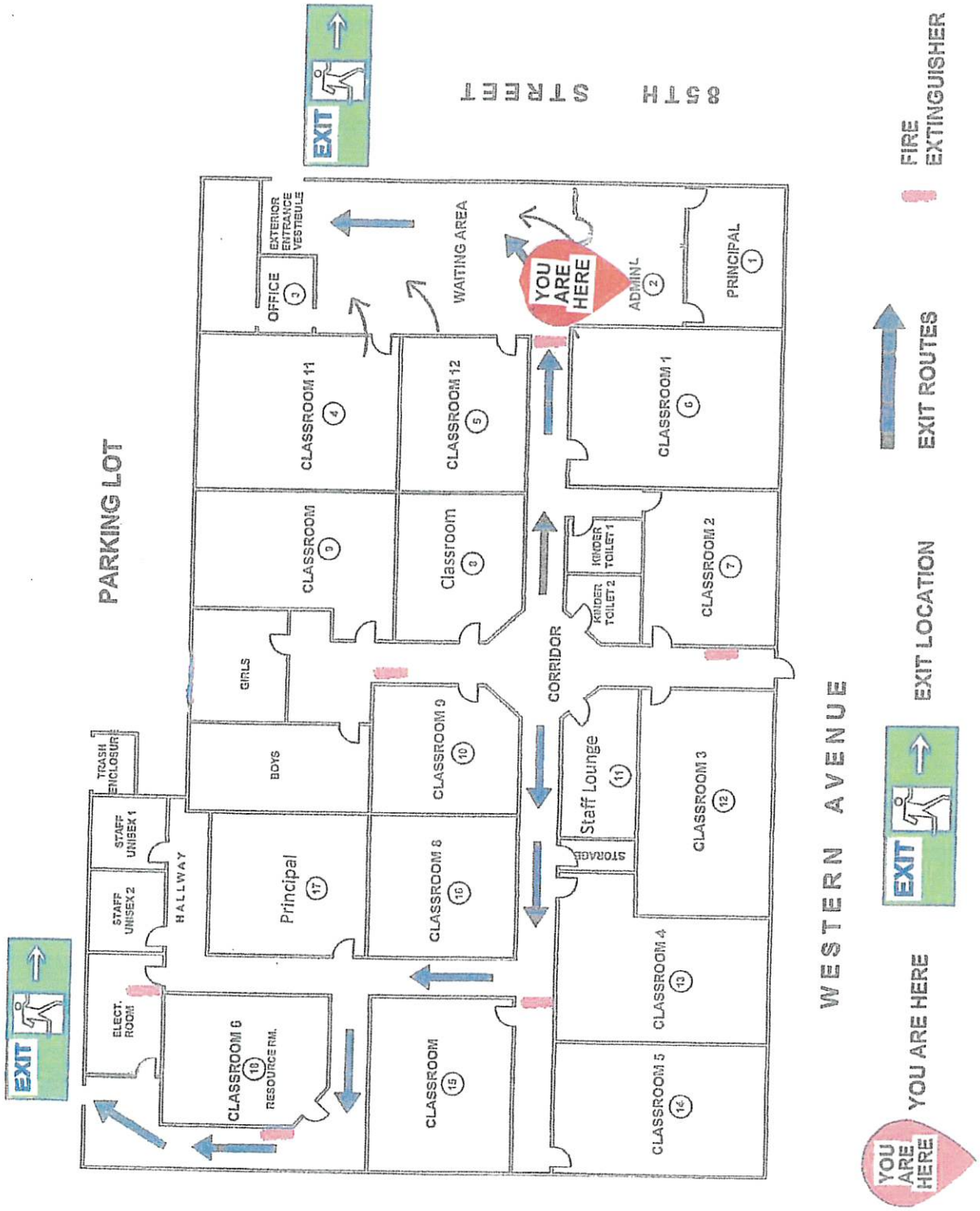
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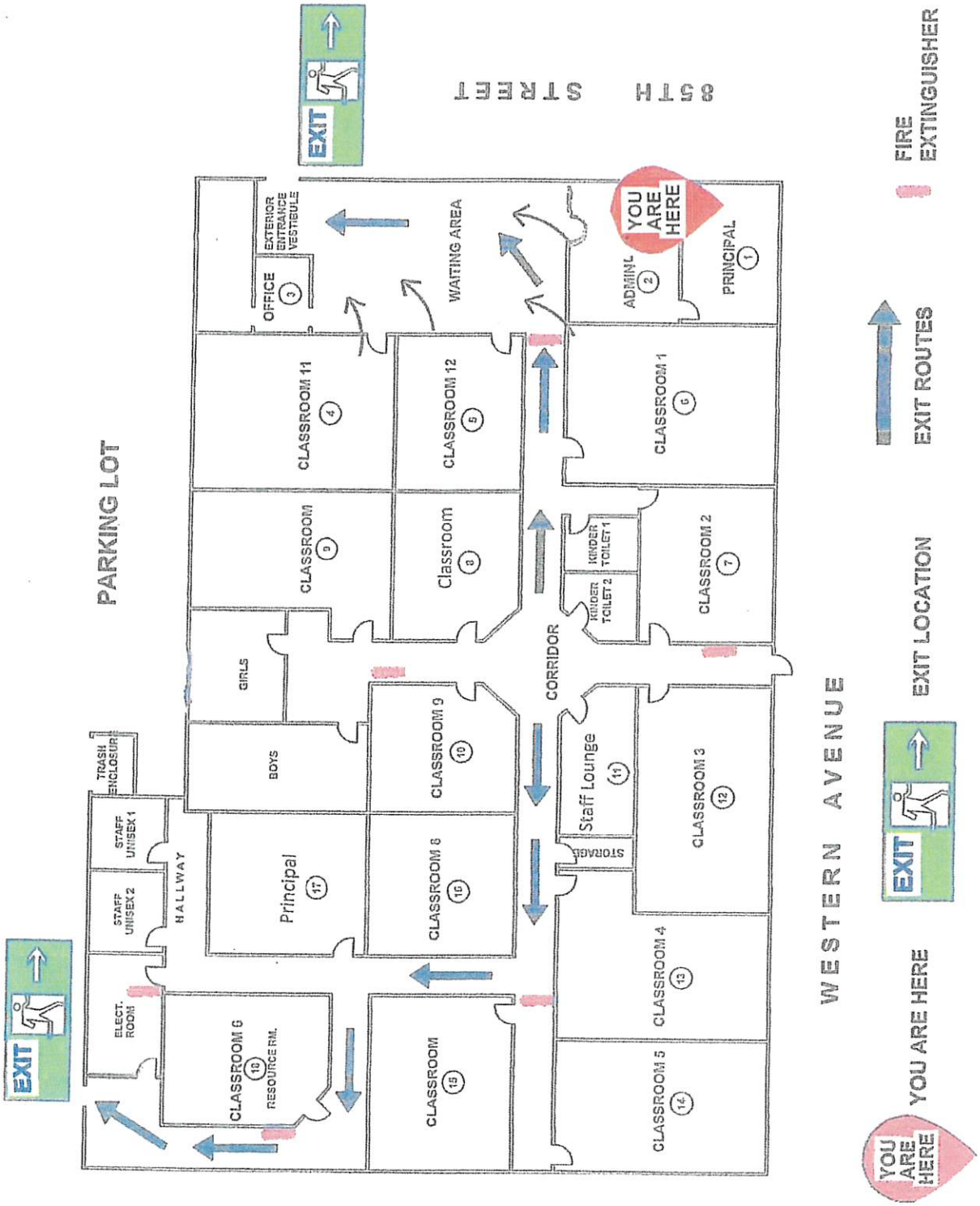
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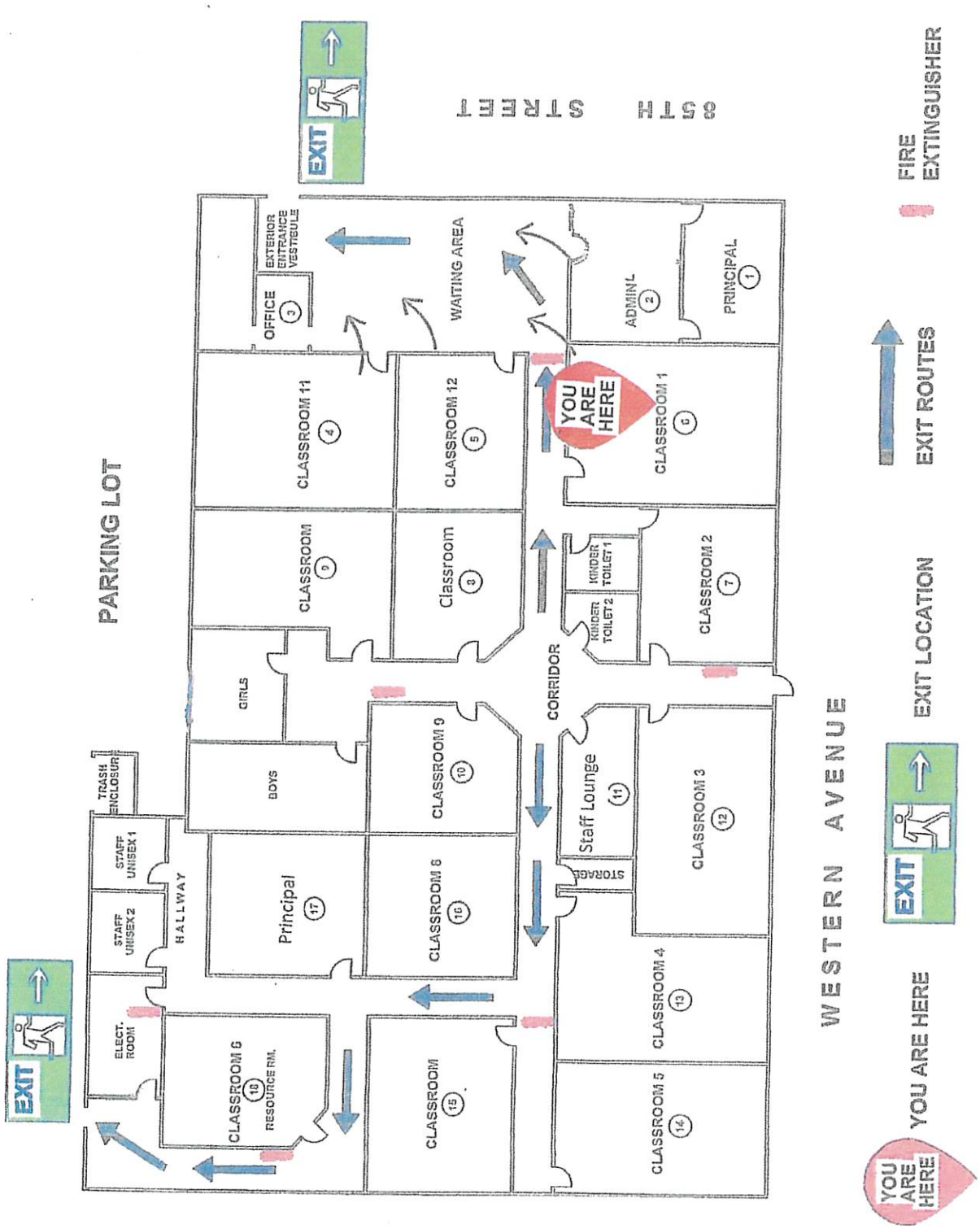
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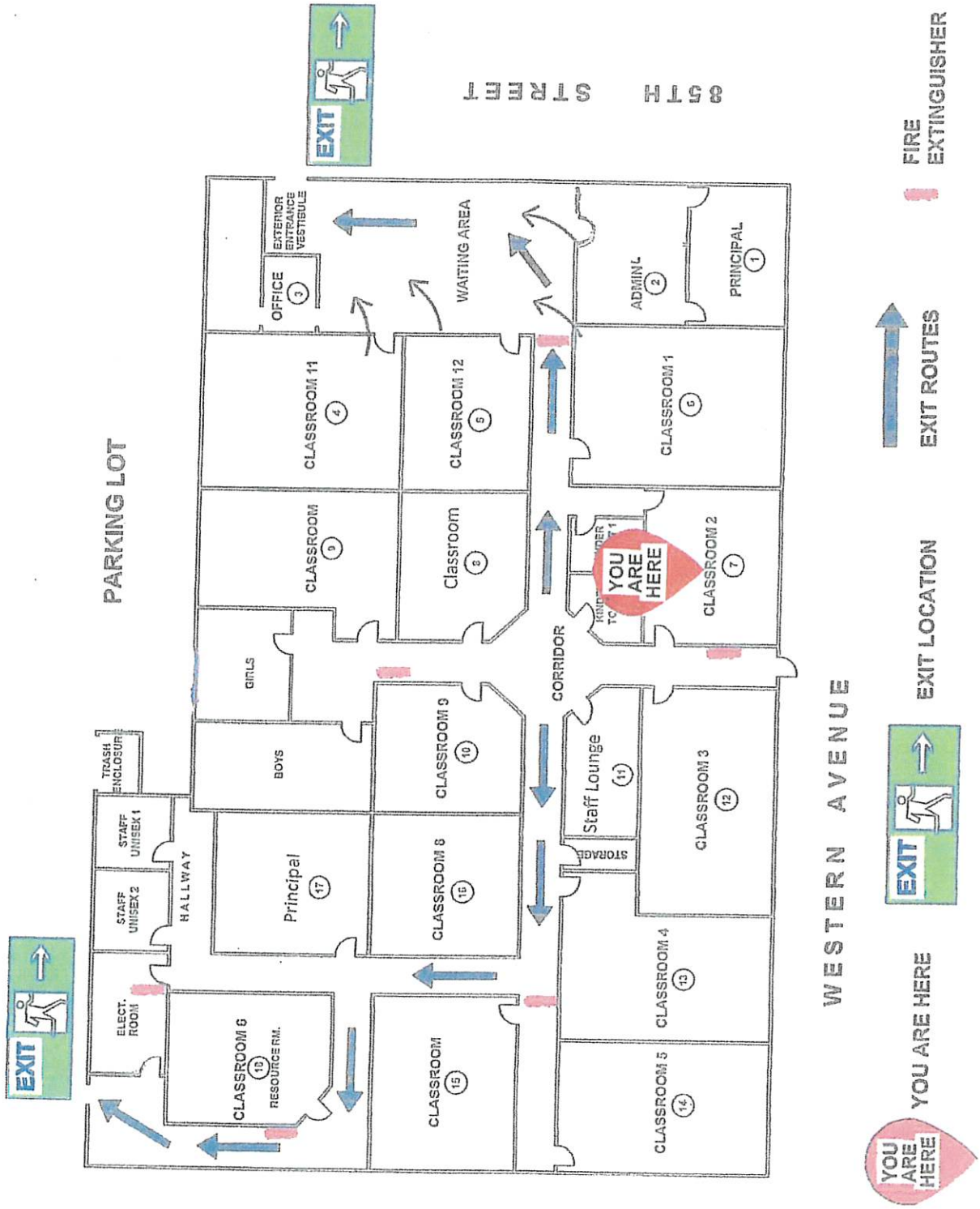
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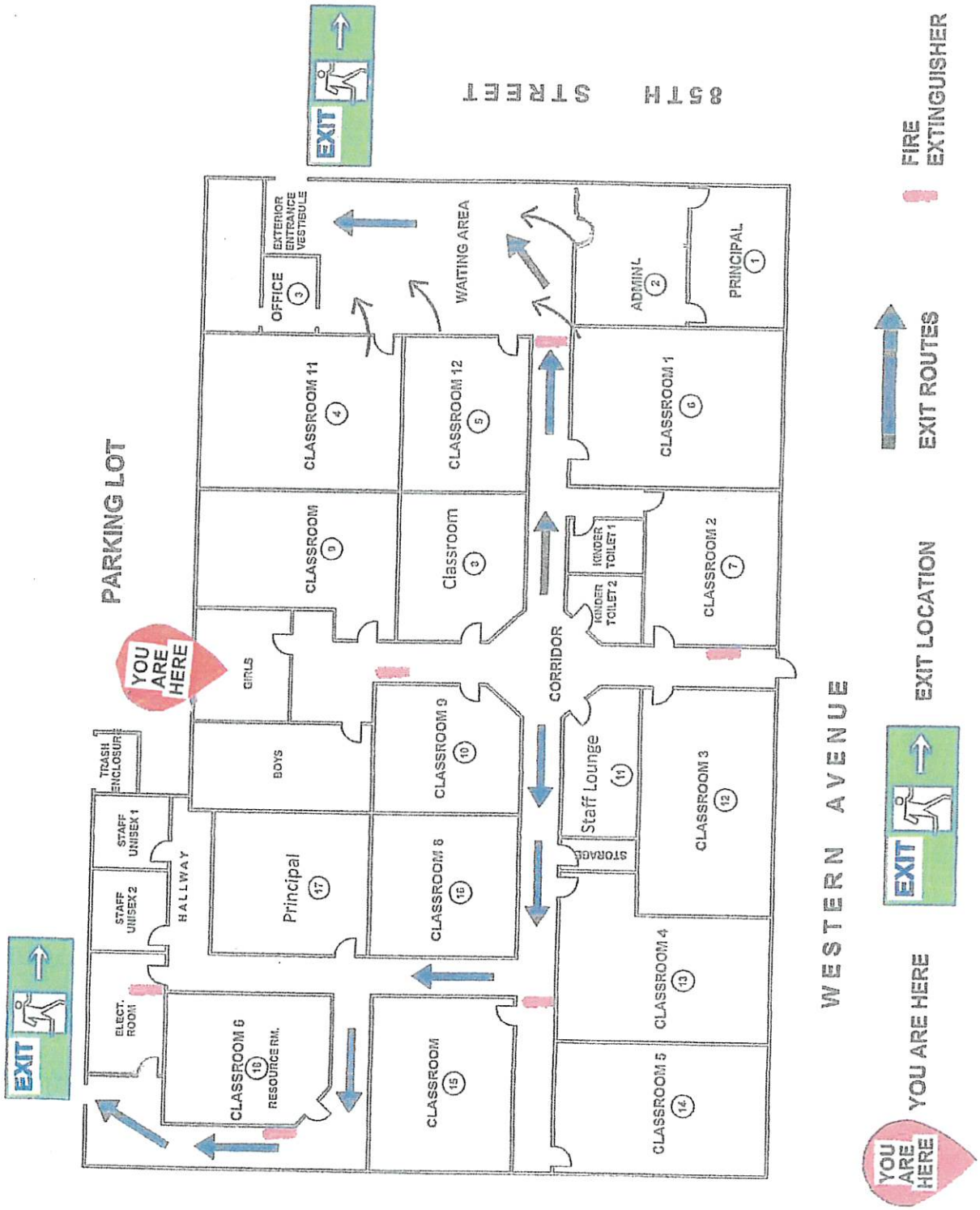
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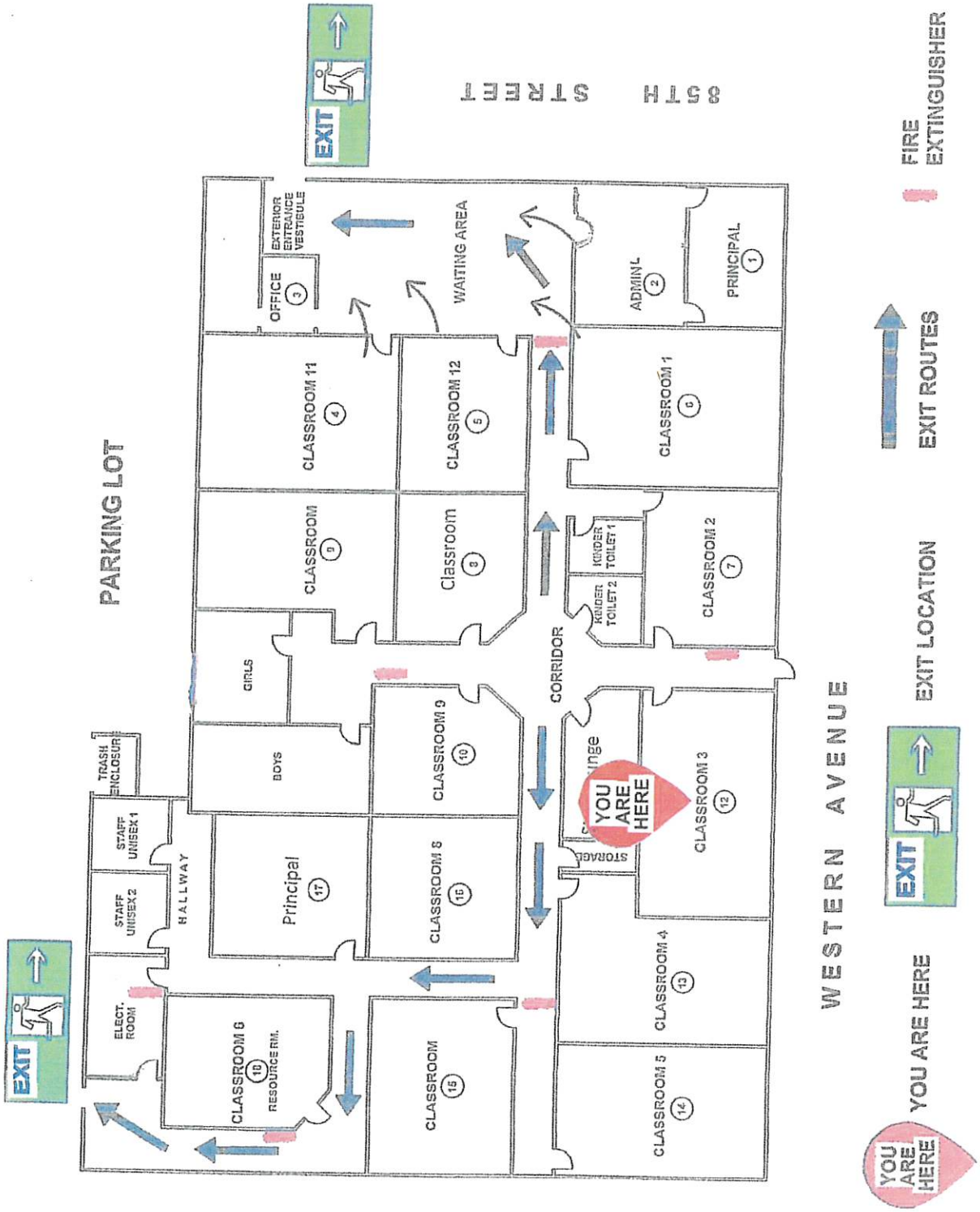
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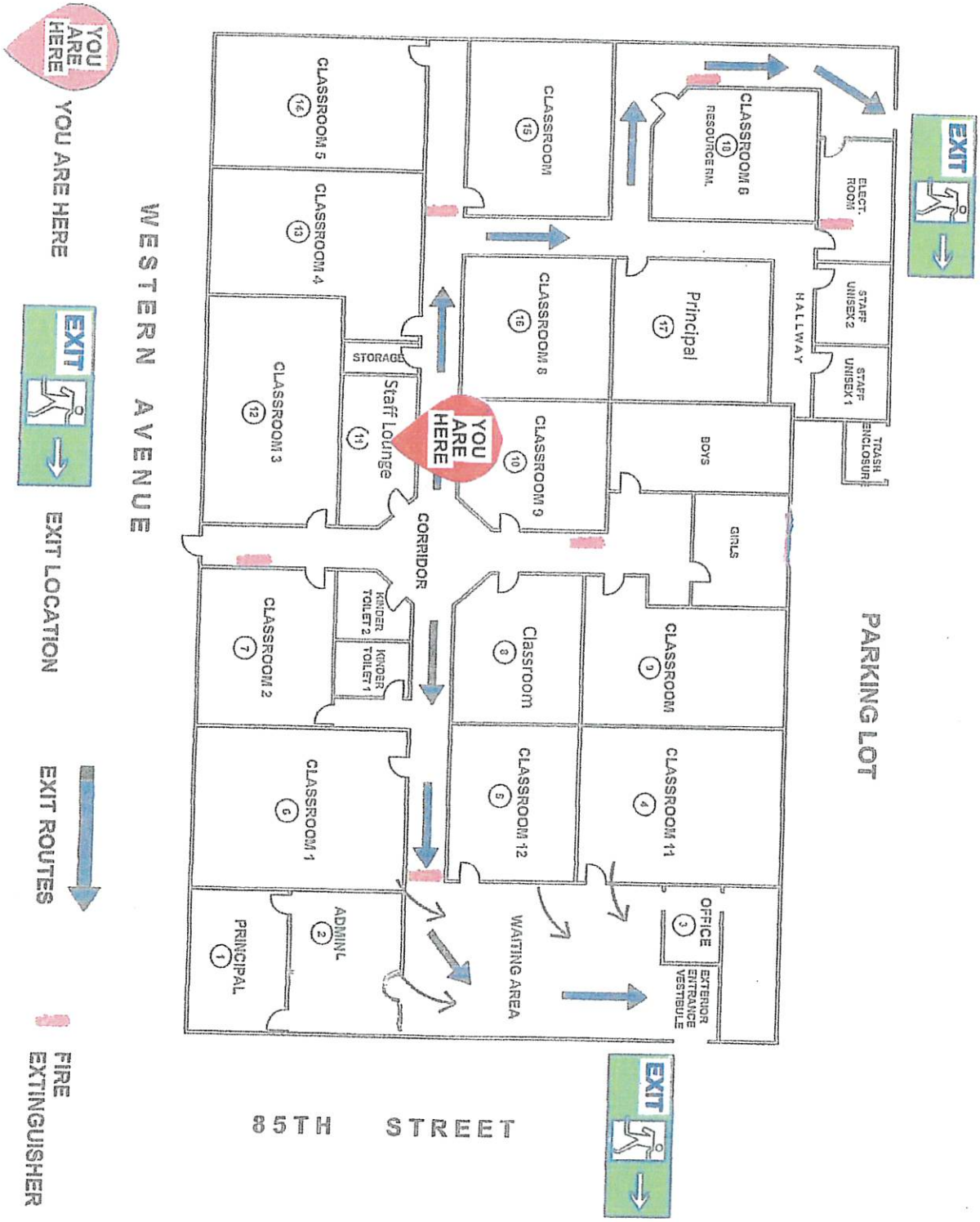
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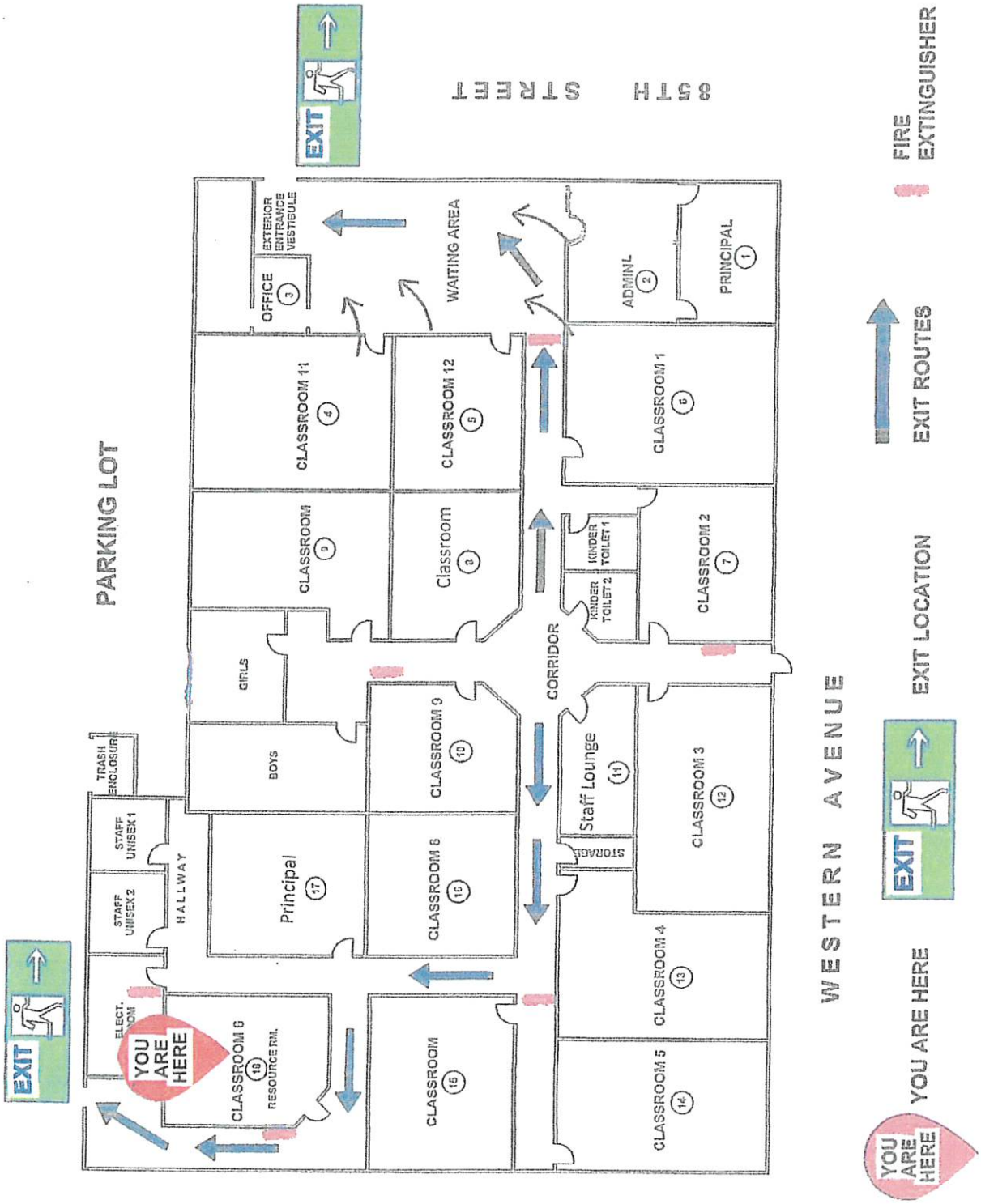
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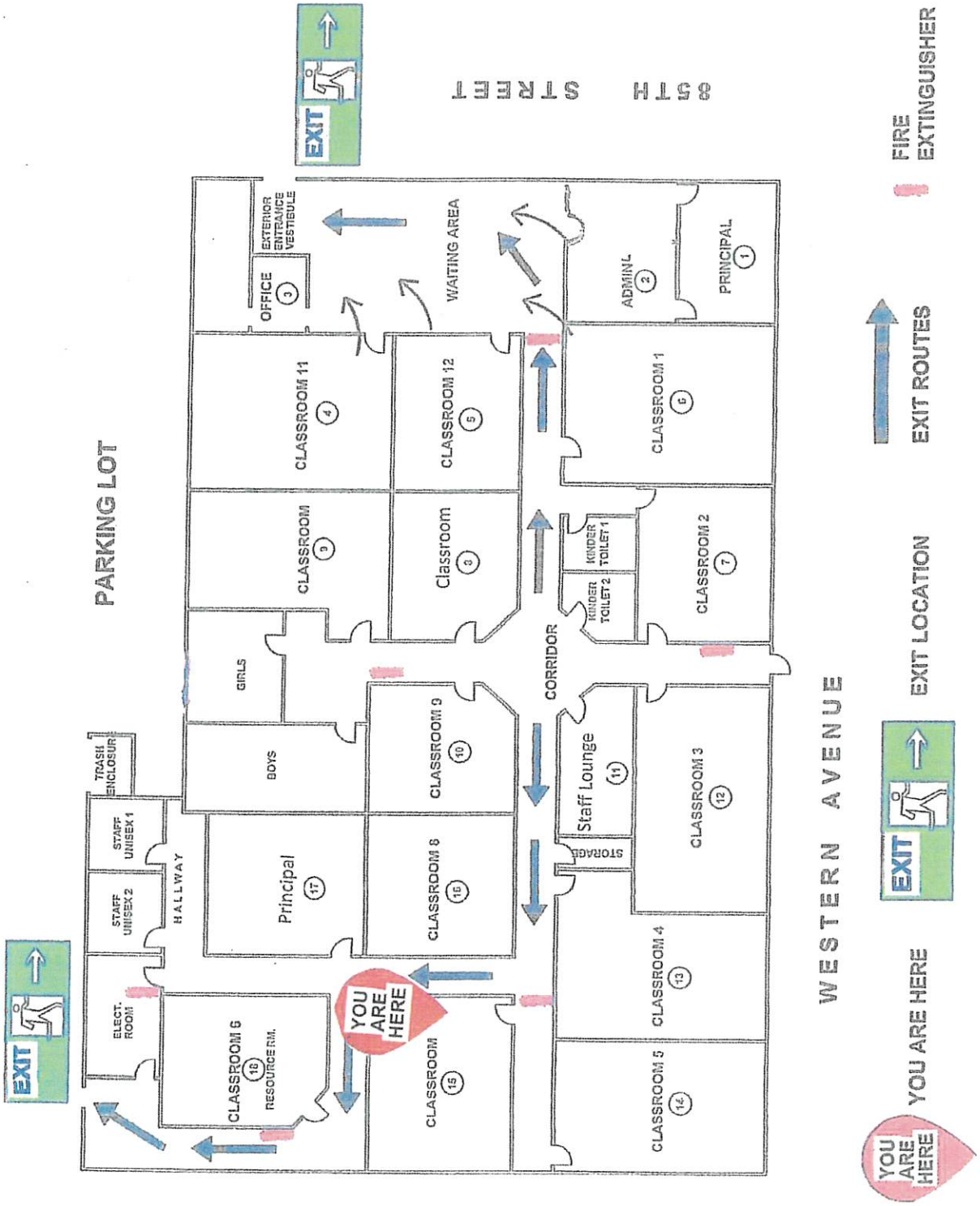
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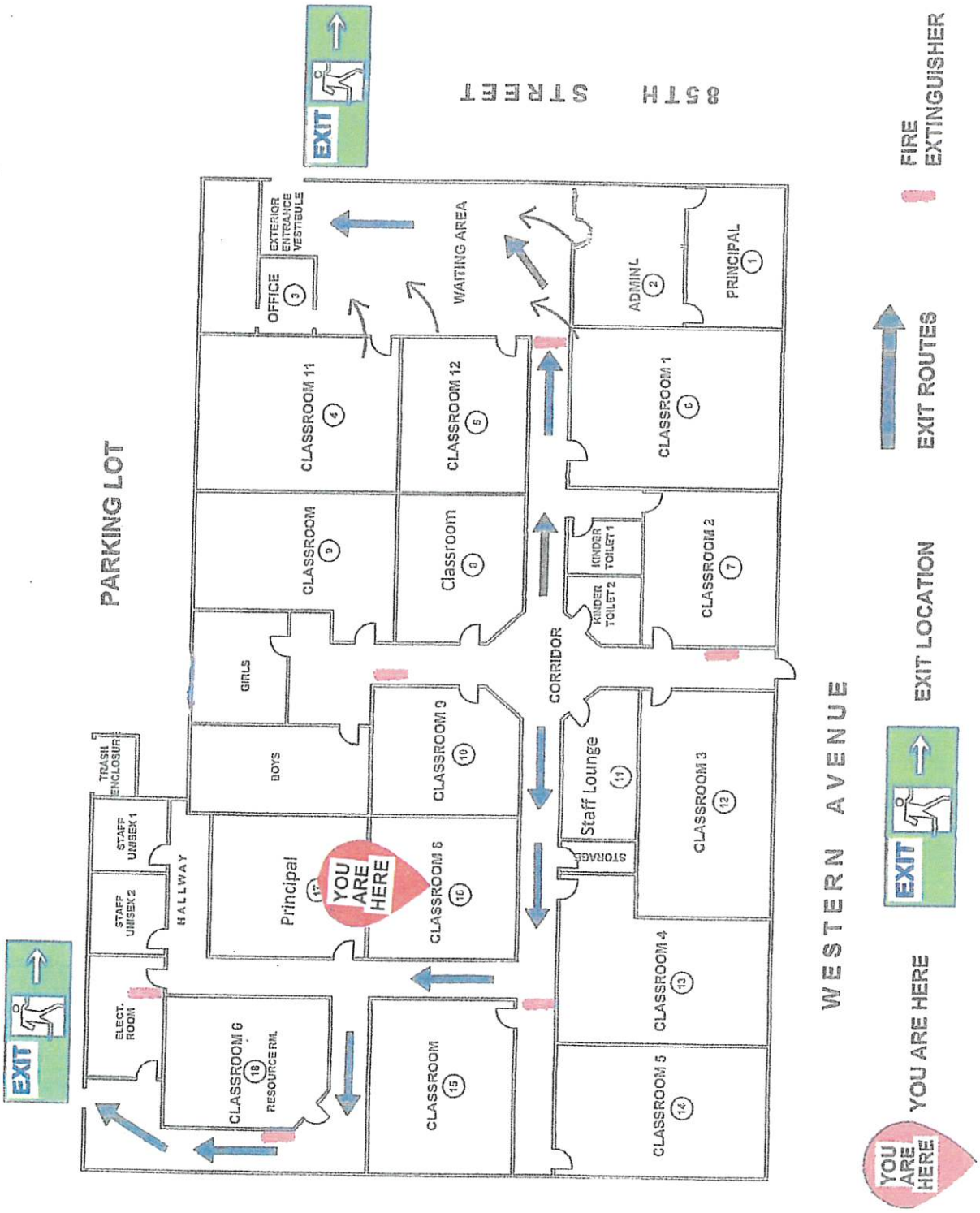
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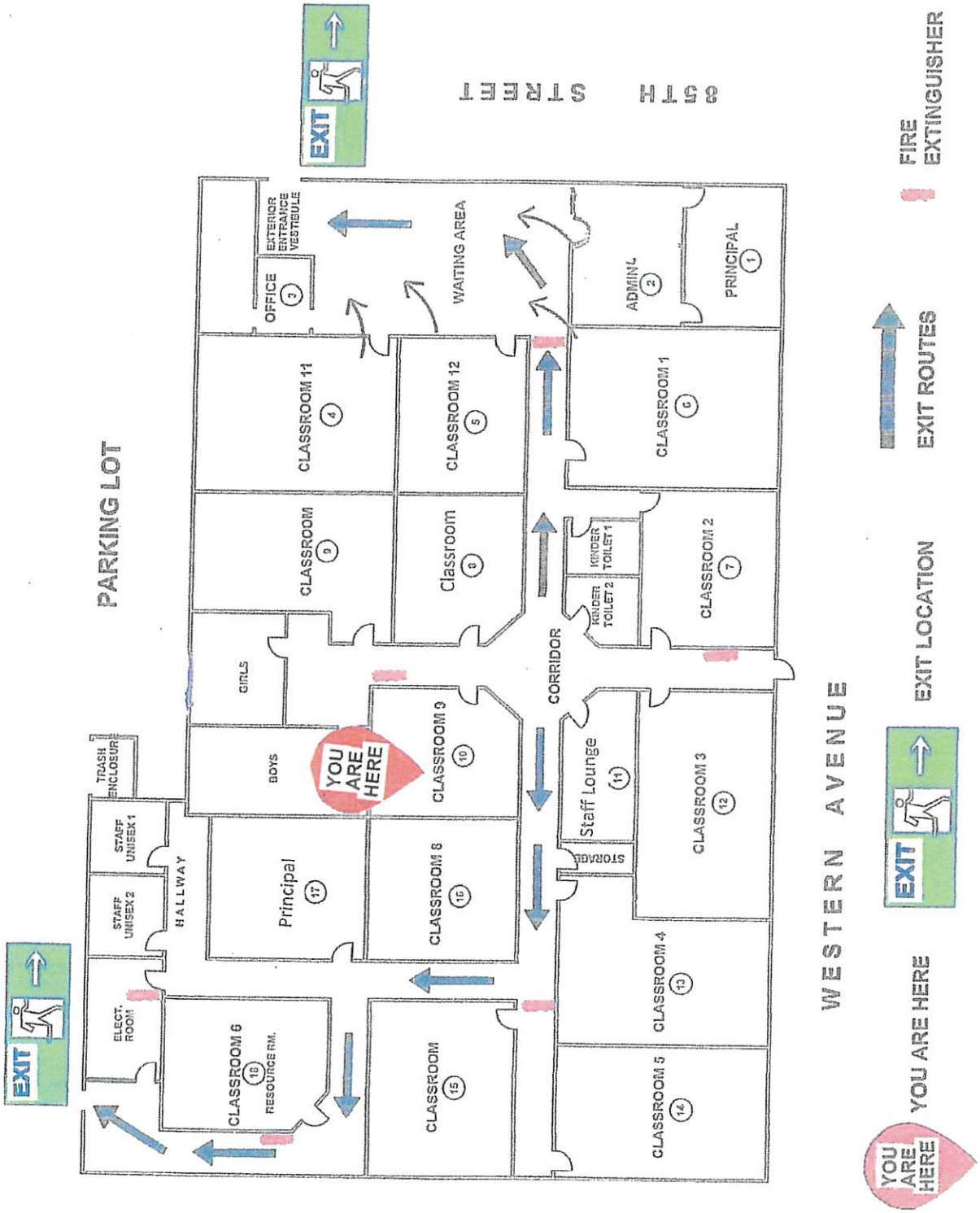
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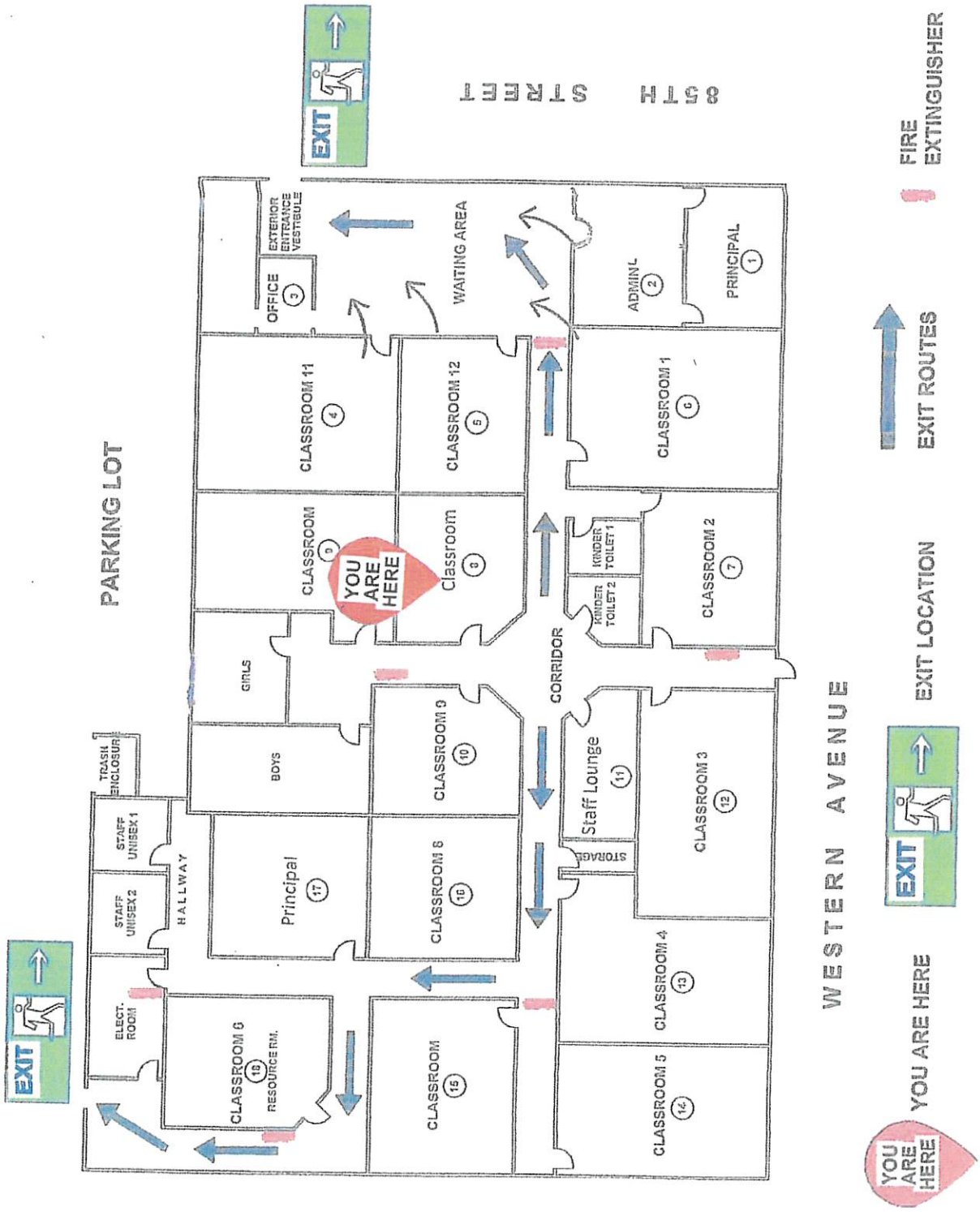
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Comprehensive School Safety Plan

2025-2026
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
Josh DeWeerd	Principal		
Sione Thompson	CASI		

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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 ofthe 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 I, 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 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 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 he 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 contract 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 t 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 descriptio
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 alterative 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

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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 or you can contact the Fair Employment Housing Commission at 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. 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 descriptio
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 alterative 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 ducational 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. 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.

(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. WhereTPS 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.

Opioid Prevention and Life-Saving Response Procedures
Office Managers, counselors and Administration are trained to administer Narcan or equivalent and emergency interventions. The training and protocols are aligned to Ed Code section 49414.3a

Response Procedures for Dangerous, Violent, or Unlawful Activities
Response to Violent or Unlawful Activity
TEACH Public Schools is committed to ensuring the safety and well-being of all students, staff, and community members. In the event of violent or unlawful activity on or near school grounds, the following procedures will be implemented promptly and in accordance with California Education Code, local law enforcement protocols, and the school's crisis response plan:
1. Immediate Notification and Protection
    - School staff shall immediately notify administration and call 9-1-1 or local law enforcement if there is an imminent threat.
    - The site administrator will initiate appropriate lockdown, shelter-in-place, or evacuation procedures using the school's emergency communication protocols.
    - Staff will take all necessary steps to secure students and themselves, including locking doors, moving to safe areas, and accounting for all individuals present.
2. Internal Communication
    - The school will use its internal alert systems (e.g., PA system, mass messaging, radios) to inform staff and students of the nature of the threat and the expected safety response.
    - Communication will be maintained with the district office and law enforcement throughout the incident.
3. Law Enforcement and Emergency Responder Coordination
    - Once law enforcement arrives, the school site administrator or designee will provide all necessary support and access to facilitate their response.
    - The school will defer to law enforcement in managing the scene while maintaining focus on student safety and communication with families.
4. Family Notification
    - The school will notify families of students affected by the incident as soon as it is safe and practical to do so.
    - Communication will include a summary of the event (to the extent permissible), actions taken, and steps for reunification or continued safety procedures.
5. Post-Incident Actions
    - A debrief will be conducted with staff and law enforcement to evaluate the response and make necessary adjustments to safety protocols.
    - Mental health support services will be made available to students and staff affected by the incident through the school's counseling team and/or community partners.
    - The school will document the incident, actions taken, and follow-up interventions for compliance and accountability purposes.
6. Ongoing Training
    - All school personnel will receive annual training on crisis response protocols, including how to respond to violent or unlawful incidents.
    - Regular drills (lockdown, evacuation, shelter-in-place) will be conducted in accordance with state law and best practices.

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 30, 2025 and adopted by TEACH Academy of Technologies on June 30, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

The Instructional Continuity Plan (ICP) was most recently revised on June 30, 2025 and formally adopted by TEACH Academy of Technologies to ensure that all students have timely access to instruction during a natural disaster or emergency. This adoption fulfills the requirements established under Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which amended California Education Code (EC) Section 32282 to mandate the inclusion of an ICP in each Local Educational Agency's (LEA) emergency planning protocols.

As outlined by law, this ICP will be incorporated into TEACH Academy's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this plan is required to receive approval for Form J-13A waiver requests beginning in fiscal year 2026–27. The ICP is designed to minimize instructional disruption and actively support the academic, social-emotional, and mental health needs of all pupils throughout emergency circumstances. It emphasizes continuity, adaptability, and equity, and reflects TEACH Academy's commitment to ensuring instructional access for every student, regardless of the conditions.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, TEACH Academy of Technologies will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

TEACH Academy will initiate contact with pupils and families within five calendar days of an emergency using a multi-channel communication approach. This includes ParentSquare, which enables voice calls, text alerts, and emails, as well as updates through official Facebook and Instagram accounts. Additional tools such as SMS, phone calls, flyers, email, and the school portal are also part of the outreach strategy.

To maintain two-way engagement, families can respond through these platforms, allowing staff to assess student needs and provide real-time support. The plan also anticipates disruptions like power outages or infrastructure damage and outlines alternative approaches for maintaining connectivity.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media

Flyers

TEACH Academy of Technologies has established robust two-way communication protocols to maintain timely engagement with families and students in the event of an emergency. These protocols leverage multiple platforms to ensure accessibility and responsiveness. Communication will be facilitated through ParentSquare, which delivers voice messages, text alerts, and emails; official social media channels (Facebook and Instagram); SMS, direct phone calls, email, the school portal, and distributed flyers. These diverse channels allow families to both receive and respond to updates, enabling administrators and staff to identify immediate needs and provide individualized support.

By using tools that are already familiar and regularly accessed by families, TEACH Academy ensures that messages are received quickly and effectively, regardless of circumstances. This multi-modal engagement strategy supports equity in communication and responsiveness across varying levels of digital access.

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

TEACH Academy recognizes that emergencies may compromise traditional communication channels due to power outages, infrastructure damage, or disruptions to internet services. In such cases, contingency plans will activate alternative methods for engagement. These may include the deployment of mobile notification units, print-based handouts distributed through community centers or meal service points, and coordination with local agencies for shared communication support.

Staff will monitor infrastructure status and adapt outreach efforts to conditions on the ground, ensuring that families continue to receive important instructional and safety updates—even when digital systems are down. Flexibility and responsiveness are key in sustaining communication across unpredictable scenarios.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

During and after emergencies, TEACH Academy will prioritize the well-being of all students by identifying and addressing social-emotional, mental health, and academic needs. Support services will include access to counseling, trauma-informed practices, regular wellness check-ins, and referrals to mental health professionals.

Universal screenings and direct outreach will help identify students requiring additional support, with specific attention given to vulnerable populations such as English learners, students with disabilities, foster youth, and those experiencing homelessness. These services will be made available in multiple languages and adapted to both in-person and remote delivery formats to ensure consistent access regardless of setting.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, TEACH Academy of Technologies will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

In alignment with Senate Bill 153 and California Education Code Section 32282, TEACH Academy of Technologies will ensure that students regain access to instruction no later than ten instructional days following the onset of an emergency or natural disaster.

Instructional continuity may be achieved through in-person instruction—should site conditions allow—or through remote modalities that meet the standards of Independent Study under EC Sections 51747 and 51749.5.

The decision to resume instruction will be guided by a rapid assessment of safety, operational capacity, and equity considerations. Instructional teams will coordinate with site administrators and the TEACH Leadership Team to determine the most feasible delivery method, prioritizing consistency, academic integrity, and student well-being. Emergency response protocols will be activated immediately to facilitate communication, distribute materials, and deploy necessary technology. If remote instruction is required, students and families will receive orientation materials, device access, and ongoing support to ensure engagement and learning continuity from day one.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

In-person instruction at TEACH Academy of Technologies will resume once critical recovery benchmarks are met to ensure the safety and well-being of students and staff. These conditions include the lifting of evacuation orders, restoration of essential utilities such as electricity and water, healthy air quality, safe and accessible drinking water, and the removal of debris or structural hazards from campus. Internet infrastructure must be operational to support digital learning resources, and the availability of sufficient staffing and functional kitchens will be verified to ensure both supervision and meal provision.

Should school sites remain inaccessible, TEACH Academy may activate alternative instructional arrangements, including temporary relocation to neighboring campuses or community partner facilities. These decisions will be made in collaboration with the TEACH Leadership Team to prioritize student safety, continuity of learning, and family support.

Remote Instruction

Plans for remote instruction.

As required, TEACH Academy of Technologies remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

In alignment with California Education Code Sections 51747 and 51749.5, TEACH Academy of Technologies will deliver remote instruction that meets Independent Study standards for academic rigor, accountability, and accessibility. Instruction will be structured to maintain the continuity of learning through synchronous and asynchronous methods, with teacher-led engagement and progress monitoring tools.

TEACH Academy will use Zoom as its official virtual instruction platform. All sessions are conducted through secure, encrypted

channels, leveraging the TEACH Google Email system for authentication to ensure that only authorized users can access live instruction and academic resources. Students and families will receive technical support and onboarding materials to facilitate participation, and alternative instructional formats will be provided as needed to address access barriers.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

TEACH Academy will ensure all students receive instructional materials in formats that reflect equity and accessibility. Digital resources—such as textbooks, assignments, and enrichment activities—will be distributed via secure online platforms integrated with the TEACH Google ecosystem. For students facing connectivity challenges, non-digital packets containing equivalent standards-based content will be prepared and made available for pickup, mail delivery, or drop-off through designated community hubs.

Materials will be differentiated based on grade level and individualized student needs, ensuring access for English learners and students with disabilities. Multilingual instructions and guided support will accompany all formats to promote inclusive engagement.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Students will access and submit schoolwork through secure platforms, including Google Classroom and the TEACH portal, authenticated via their TEACH Google accounts. Teachers will upload assignments and resources, monitor progress, and provide feedback using embedded digital tools.

In cases where online access is interrupted, alternative submission methods—such as printed worksheets or USB drives—will be deployed. Staff will follow up with families to confirm receipt and comprehension of materials to uphold instructional continuity and student success.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

TEACH Academy of Technologies provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

In situations where sustained disruptions prevent in-person instruction at TEACH Academy of Technologies, students may be temporarily reassigned to neighboring school districts, county offices of education, or charter schools and charter management organizations. These partnerships are established to provide uninterrupted access to instruction and support services during emergencies or natural disasters.

The TEACH Leadership Team will coordinate reassignment efforts by facilitating student record transfers, enrollment assistance, and logistical support, including transportation and technology distribution. Clear communication with families will be prioritized to ensure informed decisions, equitable placement, and continued access to specialized services and programs throughout the reassignment period.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

TEACH Academy of Technologies maintains structured communication protocols to ensure timely, accessible, and transparent information flow during emergencies. Outreach to students, families, faculty, and staff will occur via ParentSquare, which provides voice, text, and email alerts; official social media channels (Facebook, Instagram); school website announcements; and direct communication through SMS, phone calls, and flyers.

Information will be disseminated immediately following an emergency event, with follow-up updates issued at regular intervals—typically every 48 hours or as conditions change. The TEACH Leadership Team will oversee message development to ensure that content is relevant, multilingual where necessary, and inclusive of instructional updates, health/safety guidance, and available resources.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

TEACH Academy has established comprehensive readiness protocols for transitioning to remote learning. In the event of a disruption, all students will receive early access to Independent Study program written agreements. Instructional materials will be distributed through secure digital platforms linked to students' authenticated TEACH Google accounts, and academic support will be delivered via the encrypted Zoom platform.

All students requiring devices will be provided with district-owned laptops or tablets, with Wi-Fi hotspots made available to families experiencing internet challenges. Staff will be trained in the use of remote platforms and given resources to assist families with connectivity and troubleshooting to prevent barriers to engagement.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Instruction will focus on high-priority, standards-aligned learning objectives with content designed to maintain academic continuity and rigor. Teachers will use synchronous lessons via Zoom, asynchronous assignments, and formative assessments to monitor progress.

Students will receive individualized support through virtual office hours, targeted tutoring, and ongoing check-ins. Assessment strategies will include performance tasks, digital rubrics, and student self-reflection tools to promote ownership and consistent feedback loops.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

TEACH Academy is committed to providing equal access to all students, including those with disabilities, English learners (EL), foster youth, and students experiencing homelessness. Instructional resources will be available in multiple formats and languages to eliminate barriers related to technology, literacy, or family circumstances.

Support staff will work proactively with families to identify accommodations, offer culturally responsive outreach, and ensure inclusive participation regardless of instructional delivery mode.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

IEP services will continue seamlessly throughout any shift to remote or hybrid instruction. Case managers will work with families to deliver services through teletherapy, virtual consultation, and digital instructional modifications.

Annual meetings, goal tracking, and progress reviews will be facilitated using secure platforms, with documentation aligned to compliance standards. Teams will collaborate to ensure students receive meaningful access to their educational plans despite emergency conditions.

English Leaners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

English learner supports will align with the California English Learner Roadmap Policy. Instruction will integrate scaffolds such as visual aids, sentence frames, bilingual support staff, and culturally relevant content.

Platforms used for instruction will include built-in translation features and accessible formatting, enabling EL students to engage fully with both content and language development. Family communication will be available in home languages and reinforced through outreach by bilingual staff.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

TEACH Academy educators will receive ongoing professional development tailored to emergency teaching contexts. Topics will include trauma-informed instruction, equity in digital learning, use of Zoom and Google Suite tools, and progress monitoring

strategies.

Professional learning will be offered through synchronous webinars, asynchronous modules, and peer-led training cohorts to ensure adaptability and staff confidence.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Student wellness is integral to the Instructional Continuity Plan. Mental health services will be delivered via telehealth or in-person when safe, with support available in multiple languages. Crisis counseling and SEL-focused check-ins will supplement traditional services.

The Academy will stock and distribute emergency supplies, including medication, water, and hygiene products, with coordinated support from local agencies. Essential programs—like special education, nutrition services, and counseling—will adapt to virtual or hybrid formats to ensure continued access.

Plans to provide access back-up, water and medicines in the event of an emergency.

Plan development and implementation is collaborative. Administrators, teachers, IT staff, students, and parents contribute through advisory committees, planning sessions, and emergency preparedness reviews. The TEACH Leadership Team facilitates input and ensures cross-role alignment to support smooth transitions during disruptions.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

TEACH Academy is committed to sustaining essential student services—including special education, counseling, after-school programs, and food provision—through adapted online or hybrid formats during emergency-related disruptions. Instructional specialists will deliver IEP-aligned instruction via secure virtual platforms, and mental health professionals will provide teletherapy and wellness check-ins in multiple languages. After-school enrichment will shift to digital spaces, offering structured activities that foster creativity and social connection.

Food services will remain operational in accordance with guidelines from the California Department of Education (CDE) and the United States Department of Agriculture (USDA). When permitted, TEACH Academy will implement grab-and-go meal distribution, allowing families to safely pick up prepared meals from designated sites. Alternative arrangements will be offered to families who need additional accommodations.

These services are coordinated through ongoing collaboration among administrators, educators, IT staff, families, and student representatives. Implementation teams will work together to assess needs, monitor progress, and adjust support systems in real time. This inclusive and site-based approach ensures TEACH Academy's readiness to respond equitably and effectively to community challenges while preserving a stable learning environment.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

The development, implementation, and ongoing refinement of the Instructional Continuity Plan (ICP) is rooted in broad-based collaboration across TEACH Academy of Technologies. Administrators, faculty, information technology staff, parents, and students

contribute insights to ensure the plan reflects diverse needs and lived experiences. The TEACH Leadership Team will convene stakeholder groups—through advisory committees, focus groups, and surveys—to gather input and prioritize solutions that are practical, equitable, and responsive.

This collaborative infrastructure supports not only the design of instructional strategies but also the delivery of support services, technology integration, and communication protocols. Regular feedback loops and partnership with site councils empower staff and families to help guide real-time adaptations and long-term improvements.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

TEACH Academy will resume in-person instruction only when specific safety and operational benchmarks have been met. These include:

The lifting of evacuation orders

Restoration of safe and clean water

Healthy air quality confirmed

Reestablishment of electricity and internet connectivity

Clearance of debris and environmental hazards

Functional kitchen services

Availability of sufficient staffing across instructional and support roles

The TEACH Leadership Team will coordinate with local agencies and facilities teams to assess site readiness. Clear reopening timelines and transition plans will be communicated to families and staff, potentially using a phased approach to support stability and trust upon return.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into TEACH Academy of Technologies's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of TEACH Academy of Technologies's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

This Instructional Continuity Plan will be formally integrated into TEACH Academy of Technologies' Comprehensive School Safety Plan (CSSP) by July 1, 2025, in compliance with Senate Bill 153. This integration ensures alignment with statewide emergency preparedness standards and strengthens TEACH Academy's overall ability to respond effectively during disruptions.

Beginning in fiscal year 2026–27, inclusion of the ICP in the locally adopted CSSP will be a condition for approval of Form J-13A waiver requests. The ICP will function alongside physical safety measures, wellness initiatives, and operational protocols to provide a holistic approach to continuity and resilience.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

The ICP will be reviewed annually, typically in May, in collaboration with TEACH Academy's educational partners—including parents, students, faculty, and support staff. This process will incorporate lessons learned from past emergencies, stakeholder feedback, and updates to CDE guidelines.

The TEACH Leadership Team will oversee this review cycle, ensuring revisions reflect practical realities, emerging needs, and policy changes. Emergency-driven updates may also be enacted outside the annual timeline, allowing the plan to remain adaptive and current across school years.

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

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Emergency Contact Numbers

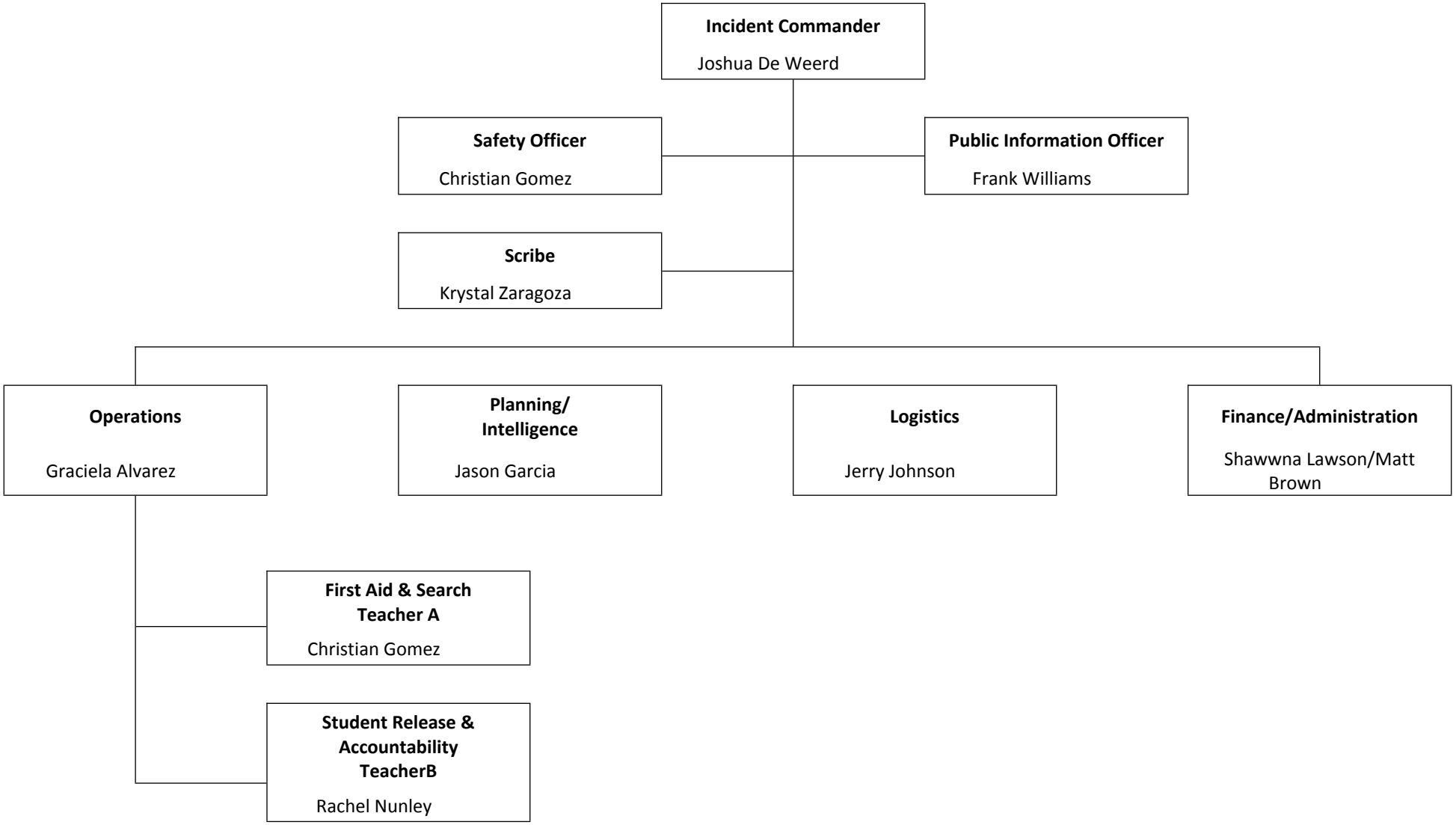
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
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

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
School Wide Meeting conducted twice a year.	End of each semester	Kept in document tracking systerm

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:	Joshua De	Weerd
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 you 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 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 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/marking 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 he 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: Joshua De Weerd

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, identity 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.
- Verity 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:	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.

- 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 injures 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: Joshua De Weerd

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.

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: Joshua De Weerd

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: Joshua De Weerd

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

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: Shawnna 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 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.

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, knifes 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 form 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 form 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 UTILITES

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.

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
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
78
Notify appropriate District Personnel for assistance as needed.
Communicate with Law enforcement
Follow orders given by law enforceme

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.
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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
Tactical Response to Criminal Incidents
In the event of a criminal incident on or near school grounds—including but not limited to acts of violence, possession or use of weapons, threats, vandalism, theft, or drug-related offenses—TEACH Public Schools will implement the following tactical response plan to ensure the safety of students and staff, and to support appropriate law enforcement engagement:
1. Immediate Threat Assessment and Action
   - Assess the Situation: The first adult witness or informed staff member will immediately notify the site administrator or designee and, if needed, call 9-1-1.
   - Initiate Emergency Protocols: The administrator will determine whether to initiate a lockdown, shelter-in-place, or evacuation depending on the nature of the criminal activity.
   - Secure the Perimeter: Staff will take action to secure access points and direct students away from the threat if evacuation is not possible or safe.
2. Engagement with Law Enforcement
   - The administrator or Incident Commander (per the ICS/NIMS framework) will serve as the point of contact with responding law enforcement officers.
   - The school will provide access to security camera footage, maps, incident reports, and any available information about potential suspects or witnesses.
   - School staff will cooperate fully and follow law enforcement direction regarding suspect containment, apprehension, and scene security.
3. Internal Communications and Staff Roles

- Staff will use radios, intercoms, or emergency messaging apps to maintain contact with site leadership and follow instructions.
- Designated safety team members will perform assigned duties, such as student accountability, first aid response, or parent liaison.
- The school will activate its emergency operations plan and, if necessary, deploy its incident command structure.

4. Parent and Community Notification
   - The school will notify parents/guardians of the incident once it is safe to do so, using email, phone, and/or text systems.
   - Clear, factual information will be provided about the nature of the incident, actions taken, and next steps for student reunification or continued operations.
5. After-Action and Recovery
   - An incident debrief will occur within 48 hours with school leadership, safety staff, and law enforcement to review response effectiveness and areas for improvement.
   - The school will review its safety plan and procedures based on incident learnings and make updates as needed.
   - Counseling and mental health services will be made available to all students and staff impacted by the event.
6. Ongoing Preparation and Training
   - The school will conduct annual tactical response trainings for all staff, in collaboration with local law enforcement.
   - Tabletop exercises and full-scale simulations will be incorporated into safety drills to ensure staff familiarity with varied criminal scenarios.
   - The school will maintain current MOUs with local police departments and community-based response teams as applicable.

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.

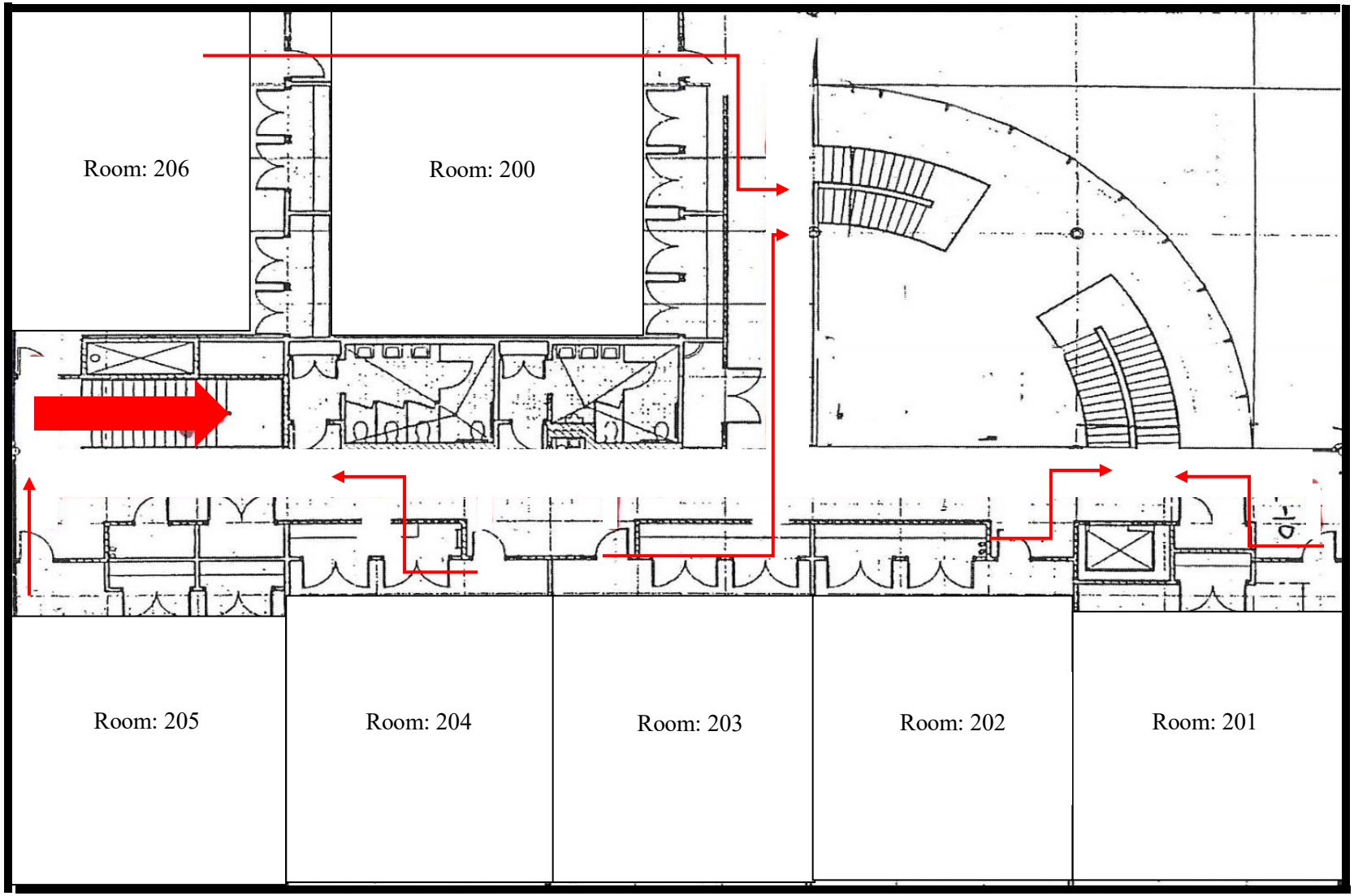
Emergency Evacuation Map

Powered by BoardOnTrack

Emergency Route
Second Floor

TEACH
ACADEMY OF TECHNOLOGIES

10000 S. Western Ave
Los Angeles, CA 90047
323-872-0809; Fax: 323-351-2322



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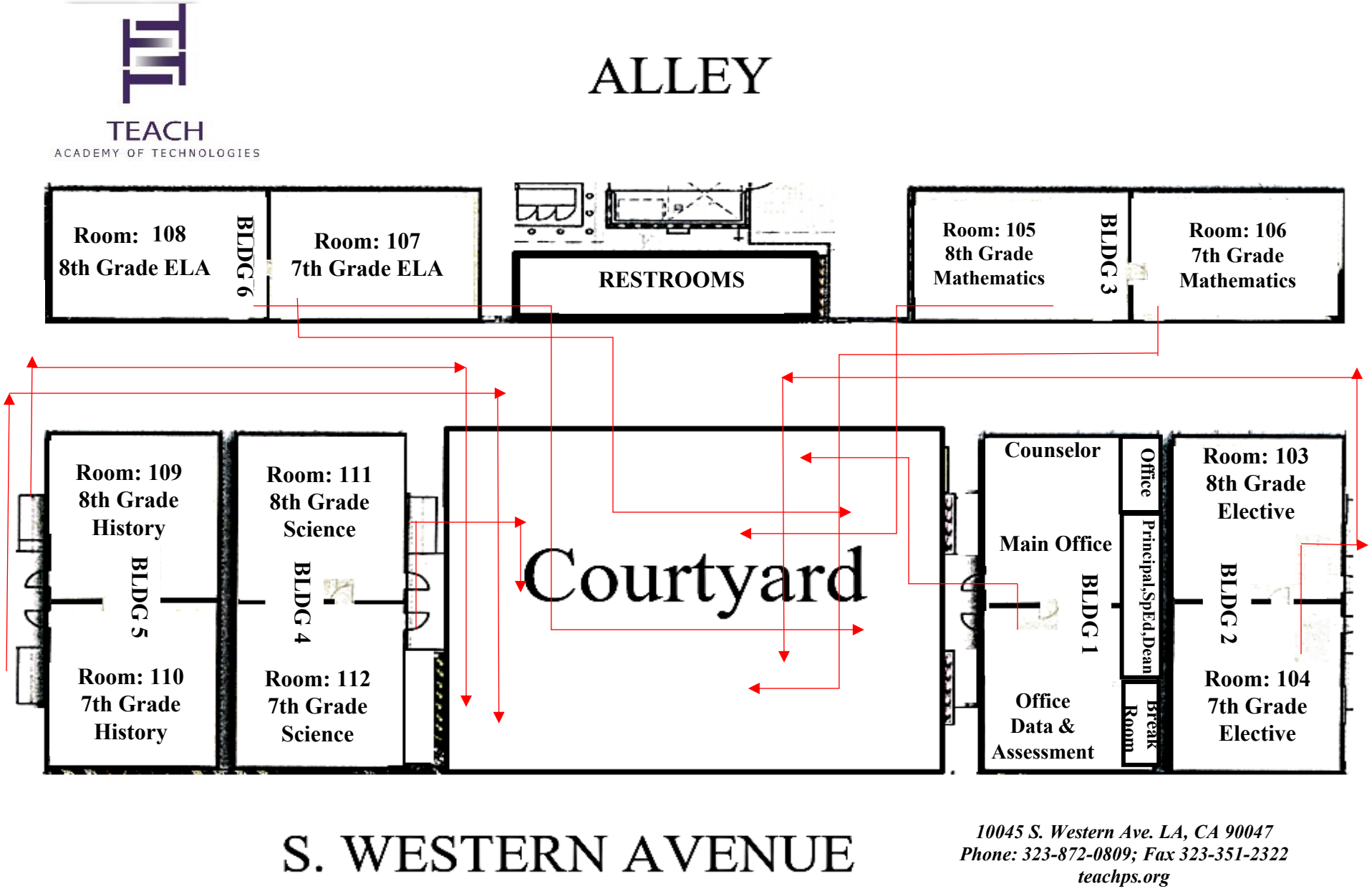
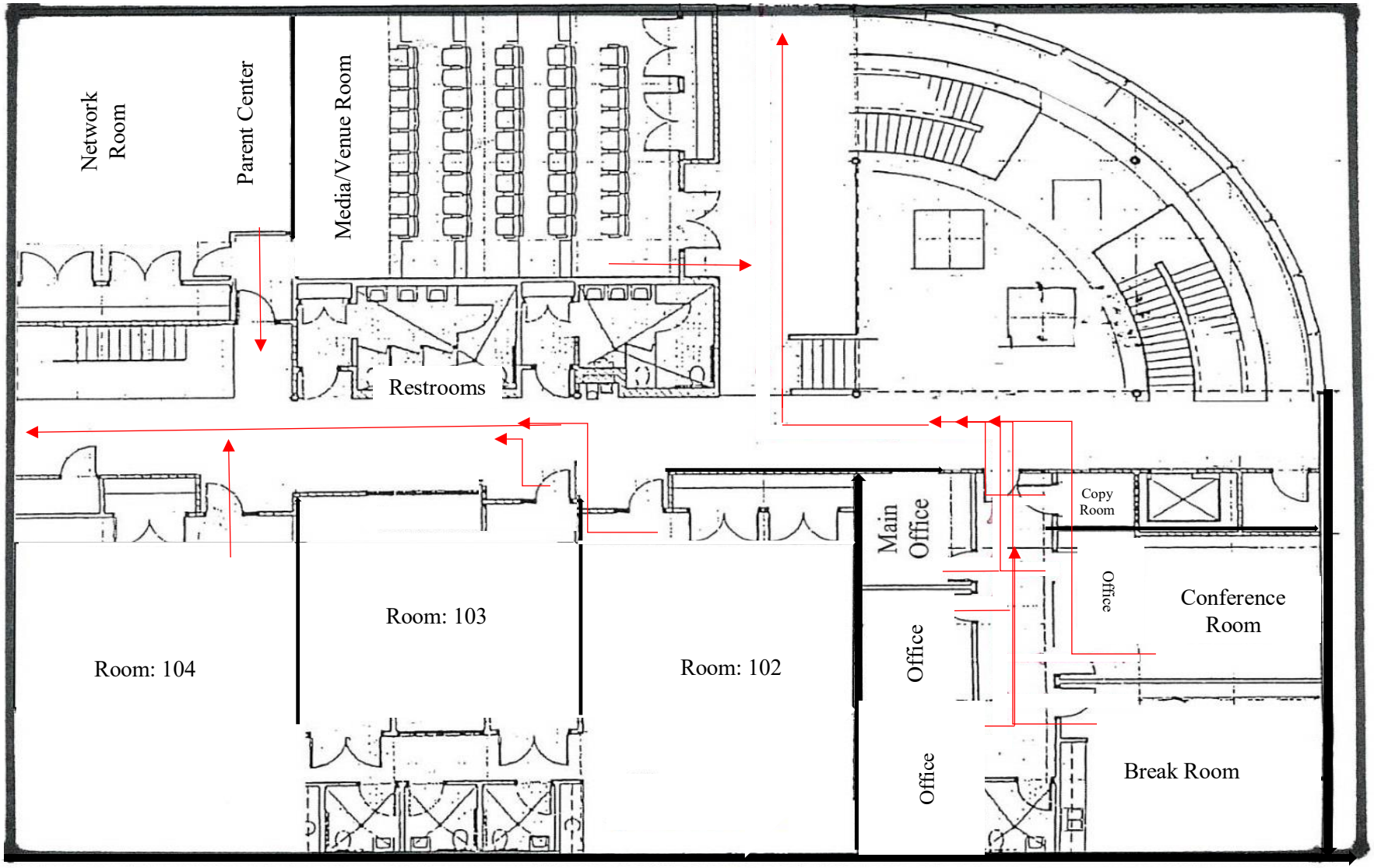


10045 S. Western Ave. LA, CA 90047
Phone: 323-872-0809; Fax 323-351-2322
teachps.org

Emergency Route
First Floor

TEACH
ACADEMY OF TECHNOLOGIES

10000 S. Western Ave
Los Angeles, CA 90047
323-872-0809; Fax: 323-351-2322



Coversheet

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

Section: III. Items for Potential Action
Item: N. Consider and Approve the Bell Schedules for TEACH Prep Academy, TEACH Academy of Technologies, and TEACH Tech Charter High School
Purpose: Vote
Submitted by:
Related Material: TEACH Bell Schedules 2025-26_Pending Board Approval.pdf

2025-2026 Bell Schedule
TEACH Preparatory MSC & EHM Elementary

Regular Schedule (Monday, Tuesday, Thursday and Friday)

Transitional Kinder and Kinder				Grades 1 & 2				Grades 3 & 4			
Start Time	End Time	Session	Duration	Start Time	End Time	Session	Duration	Start Time	End Time	Session	Duration
7:55 AM	8:10 AM	Breakfast (Grab-and-Go)	15	7:55 AM	8:10 AM	Breakfast (Grab-and-Go)	15	7:55 AM	8:10 AM	Breakfast (Grab-and-Go)	15
8:15 AM	9:00 AM	Instructional Time 1	45	8:15 AM	9:35 AM	Instructional Time 1	80	8:15 AM	10:05 AM	Instructional Time 1	110
9:00 AM	9:30 AM	Nutrition	30	9:35 AM	10:05 AM	Nutrition	30	10:05 AM	10:35 AM	Nutrition	30
9:30 AM	11:00 AM	Instructional Time 2	90	10:05 AM	11:35 AM	Instructional Time 2	90	10:35 AM	12:10 PM	Instructional Time 2	95
11:00 AM	11:30 AM	Lunch	30	11:35 AM	12:05 PM	Lunch	30	12:10 PM	12:40 PM	Lunch	30
11:30 AM	2:30 PM	Instructional Time 3	180	12:05 PM	2:45 PM	Instructional Time 3	160	12:40 PM	3:00 PM	Instructional Time 3	140
			315				330				345

Minimum Day Schedule (Typically Wednesday's)

Transitional Kinder and Kinder				Grades 1 & 2				Grades 3 & 4			
Start Time	End Time	Session	Duration	Start Time	End Time	Session	Duration	Start Time	End Time	Session	Duration
7:55 AM	8:10 AM	Breakfast (Grab-and-Go)	15	7:55 AM	8:10 AM	Breakfast (Grab-and-Go)	15	7:55 AM	8:10 AM	Breakfast (Grab-and-Go)	15
8:15 AM	9:00 AM	Instructional Time 1	45	8:15 AM	9:35 AM	Instructional Time 1	80	8:15 AM	10:05 AM	Instructional Time 1	110
9:00 AM	9:30 AM	Nutrition	30	9:35 AM	10:05 AM	Nutrition	30	10:05 AM	10:35 AM	Nutrition	30
9:30 AM	12:30 PM	Instructional Time 2	180	10:05 AM	12:45 PM	Instructional Time 2	160	10:35 AM	1:00 PM	Instructional Time 2	145
12:30 PM	12:45 PM	Grab 'n Go Lunch	15	12:45 PM	1:00 PM	Grab 'n Go Lunch	15	1:00 PM	1:15 PM	Grab 'n Go Lunch	15
			225				240				255

		Grade Level			
	Days	TK/K	1 & 2	3	4
Regular Instructional Days	143	45045	47190	49335	49335
Minimum Instructional Days	37	8325	8880	9435	9435
Total	180	53370	56070	58770	58770
Requirement		36,000	50,400	50,400	54,000
Over/Under		17,370	5,670	8,370	4,770

2025-2026 Bell Schedule
TEACH Academy of Technologies

Regular Schedule (Monday, Tuesday, Thursday and Friday)			
Start Time	**End Time**	**Session**	**Duration**
8:10 AM	8:25 AM	Breakfast (Grab-and-Go)	15
8:30 AM	9:00 AM	Advisory	30
9:00 AM	9:05 AM	Passing Period	5
9:05 AM	10:35 AM	Period 1/2	90
10:35 AM	10:55 AM	Nutrition	20
10:55 AM	11:00 AM	Passing Period	5
11:00 AM	12:30 PM	Period 3/4	90
12:30 PM	1:00 PM	Lunch	30
1:00 PM	1:05 PM	Passing Period	5
1:05 PM	2:35 PM	Period 5/6	90
2:35 PM	2:40 PM	Passing Period	5
2:40 PM	3:30 PM	Success Academy	50
		Total minutes	**370**

Minimum Day Schedule (Typically Wednesday's)			
Start Time	**End Time**	**Session**	**Duration**
8:10 AM	8:25 AM	Breakfast (Grab-and-Go)	15
8:30 AM	9:20 AM	Period 1	50
9:20 AM	9:25 AM	Passing Period	5
9:25 AM	10:15 AM	Period 2	50
10:15 AM	10:20 AM	Passing Period	5
10:20 AM	11:10 AM	Period 3	50
11:10 AM	11:30 AM	Nutrition	20
11:30 AM	11:35 AM	Passing Period	5
11:35 AM	12:25 PM	Period 4	50
12:25 PM	12:30 PM	Passing Period	5
12:30 PM	1:20 PM	Period 5	50
1:20 PM	1:25 PM	Passing Period	5
1:25 PM	2:15 PM	Period 6	50
2:15 PM	2:30 PM	**Lunch**	**15**
		Total minutes	**325**

	Days	Minutes	Requirement	Over/Under
Regular Instructional Days	143	52910		
Minimum Instructional Days	37	12025		
Total	180	64935	54,000	10,935

2025-2026 Bell Schedule
TEACH Tech Charter High School

Regular Schedule (Monday, Tuesday, Thursday and Friday)			
Start Time	**End Time**	**Session**	**Duration**
8:10 AM	8:25 AM	Breakfast (Grab-and-Go)	15
8:30 AM	9:00 AM	**Advisory**	30
9:00 AM	9:05 AM	Passing Period	5
9:05 AM	10:45 AM	**Period 1/2**	100
10:45 AM	11:00 AM	Nutrition	15
11:00 AM	11:05 AM	Passing Period	5
11:05 AM	12:45 PM	**Period 3/4**	100
12:45 PM	1:15 PM	Lunch	30
1:15 PM	1:20 PM	Passing Period	5
1:20 PM	3:00 PM	**Period 5/6**	100
3:00 PM	3:05 PM	Passing Period	5
3:05 PM	3:40 PM	**RAMS Learning Lab**	35
Total minutes			**385**

Minimum Day Schedule (Typically Wednesday's)			
Start Time	**End Time**	**Session**	**Duration**
8:10 AM	8:25 AM	Breakfast (Grab-and-Go)	15
8:30 AM	9:00 AM	**Advisory**	30
9:00 AM	9:05 AM	Passing Period	5
9:05 AM	9:45 AM	**Period 1**	40
9:45 AM	9:50 AM	Passing Period	5
9:50 AM	10:30 AM	**Period 2**	40
10:30 AM	10:35 AM	Passing Period	5
10:35 AM	11:15 AM	**Period 3**	40
11:15 AM	11:30 AM	Nutrition	15
11:30 AM	11:35 AM	Passing Period	5
11:35 AM	12:15 PM	**Period 4**	40
12:15 PM	12:20 PM	Passing Period	5
12:20 PM	1:00 PM	**Period 5**	40
1:00 PM	1:05 PM	Passing Period	5
1:05 PM	1:45 PM	**Period 6**	40
1:45 PM	2:00 PM	**Grab N' Go Lunch**	
Total minutes			**300**

	Days	Minutes	Requirement	Difference
Regular Instructional Days	143	55055		
Minimum Instructional Days	37	11100		
Total	180	66155	64800	1355