TEACH Public Schools

TEACH Public School Regular Board Meeting

Date and Time

Tuesday September 29, 2026 at 5:00 PM PDT

Location

TEACH Elementary
8505 S Western Ave
Los Angeles, CA 90047

TEACH Academy of Technologies
1000 S Western Ave
Los Angeles, CA 90047
10045 S Western Ave, Los Angeles, CA 900100047

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

Location

Locations:
TEACH Elementary
8505 S Western Ave
Los Angeles, CA 90047

TEACH Academy of Technologies
1000 S Western Ave
Los Angeles, CA 90047
10045 S Western Ave, Los Angeles, CA 900100047

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

2079 Saturn Ave.
Huntington Park, Ca 90255

1513 E 103rd st Los Angeles CA 90002

and via Zoom at:

Join Zoom Meeting
https://teachpublicschools-org.zoom.us/j/83565249750
Meeting ID: 835 6524 9750

One tap mobile
+12532050468,,83565249750# US
+12532158782,,83565249750# US (Tacoma)

Join by SIP
• 83565249750@zoomcrc.com
Join instructions
https://teachpublicschools-org.zoom.us/meetings/83565249750/invitations?signature=sAWWiltgInR0OguqUp6st9IgfP5ipr8wf_SuzHExYzo

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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, 10600 S. Western Ave. Los Angeles, CA 90047; phone: 323-872-0808; fax 323-389-4898. www.teachpublicschools.org

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.			
A.	Approve the Current Agenda and Approve the Minutes from the July 28, 2026 Meeting	Vote	Cecilia Sandoval	3 m
III.	**Items for Potential Action**			**5:10 PM**
A.	Executive Director Framing the Meeting & Update on TEACH Tech Renewal	FYI	Matthew Brown	5 m
B.	Vote to Renew Board Member Lobdell for a New Term	Vote	Cecilia Sandoval	2 m
C.	CEO Professional Goals for 2026-2027	Vote	Matthew Brown	6 m
D.	Fiscal Report - TEACH Inc. Unaudited Actual Reports As of June 30, 2026	Vote	Richard McNeel	8 m
	TEACH Inc. will present the Unaudited Actual financial reports for the fiscal year ended June 30, 2026 for all school sites. The reports reflect year-end revenues,			

		Purpose	Presenter	Time

expenditures, fund balances, and other financial activity based on the organization's unaudited financial records.

The Unaudited Actuals provide the Board with a year-end assessment of each school's financial performance and position prior to completion of the annual independent audit.

E.	FY 2025–26 Education Protection Account (EPA) Expenditures – All School Sites	Vote	Richard McNeel	3 m

TEACH Inc. will present the FY 2025–26 EPA expenditure reports for each of its three school sites. The reports identify the amount of EPA funding received and the expenditures supported by those funds during the fiscal year.
The expenditure reports are presented to the Governing Board for review and approval in accordance with EPA requirements.

F.	Proposition 28 – FY 2025–26 Annual Reports for All School Sites	Vote	Richard McNeel	3 m

TEACH will present the FY 2025–26 Proposition 28 Annual Reports for each of its three school sites. The reports summarize each school's use of Arts and Music in Schools (AMS) funding during the fiscal year, including expenditures and the arts education programs and services supported by these funds.

The annual reports are presented to the Governing Board for review and approval in accordance with Proposition 28 reporting and certification requirements.

G.	Fiscal Report August 2026 Close	FYI	Richard McNeel	5 m

TEACH Inc. will present the August 2026 monthly financial close for all school sites. The report provides an update on year-to-date revenues, expenditures, cash balances, and budget performance through August 31, 2026.
The financials provide the Board with an overview of each school's current fiscal position and performance relative to the approved budget.

H.	Revised 2026-2027 TEACH Budgets	Vote	Matthew Brown	3 m
I.	Updated CMO Agreements	Vote	Matthew Brown	3 m
J.	TEACH Fiscal Policy Revision	Vote	Matthew Brown	3 m
K.	Banking Resolution	Vote	Matthew Brown	3 m

		Purpose	Presenter	Time
L.	Report on Inputs Impacting Academic Performance: Reducing Chronic Absenteeism, Improving Learning Outcomes for English Language Learners and Professional Development Focus for the 26-27 SY.	Discuss	Sione Thompson	6 m
M.	Consideration of LAIRP Year One Partnership Agreement for Attendance Improvement Services	Vote	Sione Thompson	5 m

The Board will consider approval of a Year One Partnership Agreement with the Los Angeles Institute for Right-Brain Practices & Research (LAIRP) to support TEACH's efforts to address chronic absenteeism across all three school campuses. The 10-month engagement will provide attendance diagnostics, campus attendance task forces, data dashboards, intervention protocols, staff professional development, parent engagement, and ongoing progress monitoring. The Year One contract amount is $110,947 and covers services from July 31, 2026 through May 30, 2027. Years Two and Three are optional and would require separate written agreements.

Recommended Action
Approve the LAIRP Year One Partnership Agreement in the amount of $110,947.

N.	Consider and Approve the English Learner Master Plan	Vote	Julian Filidore	4 m
O.	Consider and Approve the Updates to the Student and Parent Handbook and the Comprehensive Safety Plan for TEACH Prep Elementary	Vote	Beth Bulgeron	2 m

Both of these documents required a few edits from LACOE:

The Student and Parent Handbook:
corrected typo on Admissions section, changed parent involvement to make it clear it is NOT mandatory, updated Uniform Compliant Policy timelines, corrected typos.

The Comprehensive Safety Plan- aligned safety drills to calendar, added procedures for sudden cardiac arrest, corrected a few typos and added more specificity in the section describing the safety plan committee.

		Purpose	Presenter	Time
P.	Updated Independent Study Policy for the 2026-2027 School Year and the High School Course Catalog for Independent Study	Vote	Beth Bulgeron	4 m
	This policy includes all of the legally required updates to the Independent Study Policy, it also includes the required forms and agreements and the Course Catalog of eligible Independent Study Courses at the High School level.			
Q.	Consider and Approve the Updated Employee Handbook	Vote	Maria Pimienta	2 m
	Updates to the handbook include clarification on signs and displays in the classroom consistent with the curriculum.			
R.	Consider and Approved Updates to TEACH Prep's Daily Schedule	Vote	Beth Bulgeron	5 m
	The fourth grade nutrition was moved to coincide with the 5th grader's nutrition and lunch. No impact on minutes.			
IV.	**Closing Items**			**6:22 PM**
A.	Board or Public Comment	FYI	Cecilia Sandoval	5 m
B.	The Next Regular Board Meeting will be held on October 27th at 5 pm	FYI	Cecilia Sandoval	
C.	Adjourn Meeting	Discuss	Cecilia Sandoval	

Coversheet

Approve the Current Agenda and Approve the Minutes from the July 28, 2026 Meeting

Section:	II. Consent Items
Item:	A. Approve the Current Agenda and Approve the Minutes from the July 28, 2026 Meeting
Purpose:	Vote
Submitted by:	
Related Material:	2026_07_28_board_meeting_minutes.pdf

DRAFT

TEACH Public Schools

Minutes

Teach Regular Board Meeting

Date and Time
Tuesday July 28, 2026 at 5:00 PM

Location
Locations:
TEACH Elementary
8505 S Western Ave
Los Angeles, CA 90047

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

2079 Saturn Ave.
Huntington Park, Ca 90255

1513 E 103rd st Los Angeles CA 90002

And Via Zoom at:

Join Zoom Meeting

https://teachpublicschools-org.zoom.us/j/87597618914
Meeting ID: 875 9761 8914

One tap mobile
+16699006833,,87597618914# US (San Jose)
+17193594580,,87597618914# US

Join by SIP
• 87597618914@zoomcrc.com
Join instructions
https://teachpublicschools-org.zoom.us/meetings/87597618914/invitations?signature=iWx4gf0djwcaMqRWgYDSYGqoSV0quq8tPlx0HI_IxJ4

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www.teachpublicschools.org

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

Directors Absent
C. Guardado, C. Sandoval

Guests Present
B. Bulgeron

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

J. Lobdell called a meeting of the board of directors of TEACH Public Schools to order on Tuesday Jul 28, 2026 at 5:02 PM.

C. Public Comment

There was no public comment.

II. Consent Items

A. Approve the Current Agenda and Approve the Minutes from the June 2, 2026 Special Board Meeting and the May 26, 2026 Regular Board Meeting

A. Dragon made a motion to approve the minutes from June 2, 2026 Special TEACH, Inc. Board Meeting on 06-02-26.
M. Maye seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

A. Dragon made a motion to approve the minutes from May 26, 2026 Teach Regular Board Meeting on 05-26-26.
M. Maye seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

III. Items for Potential Action

A.

Executive Director Framing the Meeting

Matt Brown framed the meeting and briefly outlined what was on the evening's agenda.

B. Financials

There was no financial report this month. Charter Impact is closing out the month of June and the financials will be reported in August.

C. Update on Staffing for the 2026-2027 School Year

Dr. Pimienta gave the staffing report. Eleven new staff memnbers have been onboarded for the upcoming school year. Shealso introduced Claire Go, the new AP at the high school and noted her experience of fourteen years of education. Ms. Go introduced herself and expressed gratitude and enthusiasm for the opportunity to serrve at the high school. The board members welcomed her to TEACH.

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

A. Dragon made a motion to Approve the Comprehensive Safety Plans for each school.
M. Maye seconded the motion.
Beth introduced this item and explained the Comprehensive Safety plans included plans for all types of emergency scenarios and that they were updated each year to include new compliance requirements.
The board **VOTED** to approve the motion.

Roll Call

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

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

A. Dragon made a motion to Approve the Student and Parent Handbooks for each school.
M. Maye seconded the motion.
Beth spoke on this agenda item and explained that the handbooks were updated annually with a new welcome page and any new school policies, as well as required compliance language.
The board **VOTED** to approve the motion.

Roll Call

A. Dragon	Aye

Roll Call

M. Maye	Aye
J. Lobdell	Aye
C. Sandoval	Absent
C. Guardado	Absent

F. Consider and Approve the Contract with Charter Impact

M. Maye made a motion to Approve the contract with Charter Impact.
A. Dragon seconded the motion.
Mr. Brown described our current relationship with Charter Impact and the services they provide and explained that the contract was a continuation of those services. He also explained that we would not be using Procurify so that portion of last year's contract would not continue. Board Member Lobdell commented that he was glad that Mr. Brown was able to identify cost savings.
The board **VOTED** to approve the motion.

Roll Call

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

G. Enter into a Memorandum of Agreement with LACOE

M. Maye made a motion to Enter into the Memorandum of Agreement with LACOE.
A. Dragon seconded the motion.
Mr. Brown explained the purpose of the MOA with LACOE and explained the process and that we were still addressing redline items within the contract. The MOA is attached as materials.
The board **VOTED** to approve the motion.

Roll Call

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

H. Approval of the Resolution to Submit the TEACH Tech Charter High School Renewal Petition

A. Dragon made a motion to Approve the Resolution to Submit the TEACH Tech Charter High School Renewal Petition.
M. Maye seconded the motion.
Mr. Brown reviewed the petition process, the timeline and our target submission date. He also reminded the board that they must complete the due diligence and questionnaire

and submit an updated resume. Board Member Lobdell noted that the reminder was agendized in closing items. Beth added that each board member was sent the forms and has asked for them to be returned complete by the end of July.
The board **VOTED** to approve the motion.

Roll Call

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

I. Approve the Corrected Academic Calendar

M. Maye made a motion to Approve the Corrected Academic Calendar.
A. Dragon seconded the motion.
Beth gave an updated Academic calendar which corrected one minor error in the earlier version- that the 12 month employees would not be required to work January 4-8. She emphasized that this correction did not impact student days, PD days or any other aspect of the work calendar.
The board **VOTED** to approve the motion.

Roll Call

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

J. Consider and Approve Annual Contracts for Transportation Services and Special Education Services for TEACH Prep, TEACH Academy of Technologies and TEACH Tech Charter HIgh School

A. Dragon made a motion to Approve the Annual Contracts for Transportation Services and Special Education Services for each of the schools.
M. Maye seconded the motion.
Matt Brown gave details about the transportation contract with FCOC and the Special Education Services contract. Materials attached.
The board **VOTED** to approve the motion.

Roll Call

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

IV. Closing Items

A. Announcement: Board Due Diligence and Questionnaires Due

Beth reminded the board to complete the documents for the High School Renewal.

B. Board or Public Comment

Board Member Lobdell noted that the staff morale appears to be high, and that the schools looked ready to have a successful school year.

C. The Next Regular Board Meeting will be held on August 25, 2026

D. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:24 PM.

Respectfully Submitted,
J. Lobdell

Documents used during the meeting

None

Coversheet

CEO Professional Goals for 2026-2027

Section: III. Items for Potential Action
Item: C. CEO Professional Goals for 2026-2027
Purpose: Vote
Submitted by:
Related Material: ED Annual Goals .pdf

EXECUTIVE DIRECTOR · YEAR-END REPORT & FORWARD LOOK

FY 2025–26 Year-End Report & FY 2026–27 Forward Look

A brief look back and a forward frame for the year ahead

To: TEACH Inc. Board of Directors

From: Matt Brown, Executive Director

Date: September 29, 2026

Re: FY 2025–26 close-out, current landscape, and proposed FY 2026–27 Executive Director goals for Board adoption

Purpose

This memo does three things for the Board: it closes out reporting on the FY 2025–26 Executive Director objectives now that year-end unaudited actuals are in hand; it provides context on the operating landscape TEACH is entering in FY 2026–27; and it proposes three Executive Director objectives for FY 2026–27 recommended for Board adoption today.

FY 2025–26 in Brief

The Board adopted three Executive Director objectives for FY 2025–26. All three were met. In summary:

- **TEACH Prep renewal — met, exceeded original path.** After LAUSD denied the renewal petition, the organization secured a full five-year renewal from LACOE on appeal under AB 1505 — stronger than the two-year term LAUSD staff had originally recommended.
- **Finances and the refined CMO Agreement — met.** All three schools closed the year in deficit, driven primarily by enrollment coming in below the original budget at every site — TAT ($92,850), TTHS ($196,674), TPE ($94,810). Expense discipline at the CMO level partially offset the pressure with a $332,650 CMO surplus, bringing TEACH to a near-breakeven consolidated net position of ($51,684). Every school ended the year with substantial cash reserves, positive fund balances, and full compliance with 45-day cash-on-hand and 1.10x base-rent coverage covenants. Combined cash was $20.46M with a 2.54x current ratio.
- **CMO operational efficiency — met, continuing.** Core platforms (Inova, Aeries, OfficeBooks) are implemented and in daily use; the employee knowledge portal is live through Inova; the Continuity & Cross-Training Plan is complete; and Helios and Procurify have been retired.

The Environment Entering FY 2026–27

FY 2026–27 opens in a materially harder operating environment than the year just past, and the Board should have that view in front of it:

- **Declining enrollment across California and Los Angeles.** The K–12 population in the region is shrinking, and every charter and district school is now competing for a smaller pool of families. The enrollment pressure our sites felt this year is a signal, not an anomaly.
- **Charter renewals are becoming meaningfully more challenging.** Political pressure on charter authorization and LAUSD's own difficult fiscal position have raised the bar for renewal approvals — TEACH TECH's cycle this year will be conducted against that backdrop.
- **Compliance and reporting requirements are rising, not falling.** AB 126's expanded charter audit and internal-controls requirements will layer on top of an already-dense regulatory regime, requiring investment in systems and staff capacity ahead of the FY 2027–28 effective date.

Companion Board Action: Revised FY 2026–27 Budgets

Alongside these Executive Director goals, the Board will also consider and approve revised FY 2026–27 budgets at today's meeting. Two changes matter for the framing of this memo:

- **Enrollment assumptions reset lower across every school.** Budgets have been rebuilt against the ADA reality of FY 2026–27 and the continuing regional trend, putting each site on a more realistic revenue base.
- **CMO management services fee reduced from 9.5% to 8.5% of monthly school revenue.** A roughly 10% reduction, made to help each school project a surplus in FY 2026–27. The reduction was made possible by cutting CMO costs and headcount.

Proposed FY 2026–27 Executive Director Goals

The Executive Director recommends three objectives for FY 2026–27, proposed for Board adoption at today's meeting. The first two are operational at the school and CMO level; the third looks outward, testing whether strategic partnerships with peer nonprofits and charter organizations can strengthen TEACH's long-term position.

Objective 1 — Navigate TEACH TECH's Renewal Cycle From a Position of Strength

Rationale. TEACH TECH's renewal petition was submitted to LAUSD on August 19, 2026 — earlier in the cycle than TEACH Prep's petition last year, buying runway to prepare for every scenario. The goal is not simply to win a full-term renewal at LAUSD (an outcome we do not fully control); it is to position TEACH TECH and TEACH Inc. to succeed under any outcome the process may produce.

KR	Key Result — measurable target for FY 2026–27
KR 1.1	Sustain a compliance-clean posture through the entire LAUSD process — CSD review, September 15, 2026 public hearing, and November 17, 2026 Board action — with zero material findings from CMO internal audit and full documentary responsiveness to every LAUSD staff request.

KR	Key Result — measurable target for FY 2026–27
KR 1.2	Have a complete AB 1505 appeal record — evidentiary binder, retained outside counsel, LACOE contingency plan — ready by November 10, 2026, one week ahead of the LAUSD Board action, so an appeal can be filed within days of any adverse outcome.
KR 1.3	Maintain board-informed operational continuity readiness across TEACH Inc. throughout the LAUSD and LACOE processes, with detailed scenario briefings delivered to the Board as needed.

Key milestones: Petition submitted to LAUSD (Aug 19, '26) · LAUSD public hearing (Sep 15, '26) · AB 1505 appeal record ready (Nov 10, '26) · LAUSD Board action (Nov 17, '26) · Any LACOE appeal filed within the 30-day statutory window · LACOE outcome (Spring '27).

Objective 2 — Build the Systems and Controls Needed to Meet AB 126's Expanded Charter Compliance Requirements

Rationale. AB 126 adds a material new layer of expanded audit testing and internal-controls documentation to an already-dense charter compliance regime, with the new requirements taking effect in the FY 2027–28 audit cycle. FY 2026–27 is the build year — design and stand up the required systems, documentation, and staff accountability now, while continuing to meet every existing obligation cleanly.

KR	Key Result — measurable target for FY 2026–27
KR 2.1	Deliver a clean FY 2025–26 independent audit — zero material findings, no significant deficiencies, and no repeat comments from the prior year — to the Board by the statutory December 15, 2026 deadline.
KR 2.2	Complete a full AB 126 gap analysis by March 1, 2027 — mapping each new requirement to a named owner, a documentation artifact, and a target implementation date ahead of the FY 2027–28 audit cycle.
KR 2.3	Stand up updated internal-controls documentation by June 30, 2027 — segregation of duties, authorization matrices, cash and procurement controls, related-party disclosures, and a documented fraud-risk assessment — meeting or exceeding the AB 126 standard for the FY 2027–28 audit.
KR 2.4	Deliver a Board briefing by March 31, 2027 on the broader charter compliance landscape — the cumulative capacity and cost implications of AB 126 layered onto existing obligations, and any Board-level decisions the ED anticipates needing over the following 12 months.

Key milestones: FY 2025–26 audit delivered to Board (Dec 15, '26) · AB 126 gap analysis complete (Mar 1, '27) · Board briefing on the charter compliance landscape (Mar 31, '27) · Updated internal-controls documentation stood up (Jun 30, '27) · FY 2026–27 Unaudited Actuals (Jul '27).

Objective 3 — Explore Strategic Partnerships With Nonprofits and Charter Organizations to Strengthen TEACH's Long-Term Position

Rationale. The operating landscape for California charter schools is changing quickly and unpredictably — declining enrollment, harder renewals, rising costs, tightening authorizer posture, and shifting political conditions. Small organizations working alone are exposed to shocks that a broader coalition of like-minded operators could absorb more easily. FY 2026–27 is the right window for TEACH to explore whether strategic partnerships with peer nonprofits and charter organizations could strengthen the organization's long-term position, provide operating flexibility, and unlock operating efficiencies that no single small CMO can achieve on its own. This work is exploratory by design: the goal for this year is not to commit to a specific structure, but to build the relationships, learn the landscape, and reach an informed decision point.

KR	Key Result — measurable target for FY 2026–27
KR 3.1	Build direct working relationships with 3–6 peer nonprofit and charter organizations across Los Angeles County over the course of the year.
KR 3.2	Identify and evaluate a range of partnership models — shared services, back-office consolidation, feeder pipelines, network or consortium structures, and governance integration — with a written assessment of the benefits, risks, and TEACH-specific applicability of each.
KR 3.3	Use the NSI Exploratory Grant already secured with three peer operators as the primary vehicle for this year's structured landscape work, delivered on time and within the grant's scope and budget.
KR 3.4	By June 30, 2027, present the Board with a clear Executive Director recommendation on whether TEACH should pursue a deeper, formalized partnership pathway and, if so, which model(s) warrant deeper investment in the following year.

Key milestones: Landscape analysis and initial partner outreach (Fall '26) · Relationship-building and partnership-model exploration (Winter '26–'27) · Feasibility and scenario analysis (Spring '27) · ED recommendation to the Board on formalized pathway (Jun '27).

Closing

TEACH ends FY 2025–26 with a stable school portfolio, a leaner CMO, healthy cash reserves at every site, and a tested leadership team. That foundation is what the proposed FY 2026–27 objectives are designed to build on — clearing the TEACH TECH renewal from a position of strength, standing up the systems the organization will need to meet a rising compliance bar, and, through the NSI Exploratory Grant, looking honestly at whether long-term durability calls for collaboration with peer operators.

Requested Board Action

The Executive Director requests formal adoption of the three FY 2026–27 Executive Director Objectives and their Key Results as presented, with authority for the ED to refine measurement mechanics as the year progresses.

Coversheet

Fiscal Report - TEACH Inc. Unaudited Actual Reports As of June 30, 2026

Section:	III. Items for Potential Action
Item:	D. Fiscal Report - TEACH Inc. Unaudited Actual Reports As of June 30, 2026
Purpose:	Vote
Submitted by:	
Related Material:	TEACH-FY25-26 Financials- as of 06.30.26- Unaudited Actuals.pdf

CHARTER IMPACT

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

Financial Presentation – As of June 30th, 2026 Close- Unaudited Actual Reports

Highlights (as of 6.30.26)

- All sites ended deficit except CMO.
- All Sites positive cash flow, and positive fund balances at year end.
- TEACH Academy , TEACH Tech, and TEACH Prep exceeded the 45-Day Cash on Hand Requirement.
- TEACH Academy , Teach Tech and Teach Prep all exceeded the required 1.10x Base Rent Coverage Ratio.

TEACH Inc. Board Summaries June 30, 2026

	TEACH Acadmey of Technologies	TEACH Tech Charter High	TEACH Prep Elementary	TEACH CMO
Revenue Projected	$ 8,707,541	$ 7,442,768	$ 5,893,095	$ 2,155,890
Expenses Projected	8,800,391	7,639,442	5,987,905	1,823,240
Surplus/Deficit	(92,850)	(196,674)	(94,810)	332,650
Beginning Fund Balance	6,990,005	7,797,504	3,232,906	902,847
Ending Fund Balance	$ 6,897,155	$ 7,600,830	$ 3,138,096	$ 1,235,497
Cash @ 6/30/2026	$ 5,690,496	$ 7,151,082	$ 5,149,361	$ 2,409,804
Enrollment/ Average Daily Attendance	439/ 386.73	345/ 317.78	256/ 223.82	
Average Daily Cash On Hand @ 6/30/26 (45 req)	236	342	314	
Base Rent Coverage Ratio (1.1 req)	1.95	1.81	1.93	

TPS, Inc.– Financial Position 6/30/26

TEACH, Inc.
Statement of Financial Position
June 30, 2026

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila LLC	TEACH Foundation Inc.	Elimiminations	Combined
Assets									
Current Assets									
Cash & Cash Equivalents	$ 5,700,299	$ 7,162,213	$ 5,156,301	$ 2,367,750	$ 32,568	$ 43,970	$ 0		$ 20,463,101
Accounts Receivable	600,683	334,731	129,831	6,429	3,323	0	2,337		1,077,334
Public Funding Receivables	551,290	340,912	352,570	0	0	0	0		1,244,773
Due To/From Related Parties	1,375,716	(296,945)	(194,238)	(476,543)	(828,989)	420,999	0		0
Prepaid Expenses	30,169	19,163	9,624	8,938	0	0	0		67,894
Total Current Assets	8,258,157	7,560,074	5,454,088	1,906,574	(793,098)	464,969	2,337		22,853,102
Long-term Assets									
Property & Equipment, Net	378,330	242,273	166,092	68,060	8,918,965	17,139,119	0		26,912,838
Right-Of-Use Asset, Net	17,385,282	15,103,812	11,370,035	0	0	0	0		43,859,129
Deposits	0	162,517	99,750	8,750	0	3,625	0	(141,967)	132,675
Deferred Lease Asset	0	0	0	0	169,184	(44,499)	0		124,686
Investments	0	0	0	0	805,604	968,128	0		1,773,731
Securities	0	0	0	0	860,643	1,796,918	0		2,657,561
Securities Premium	0	0	0	0	1,548	(1,115)	0		433
Total Long-term Assets	17,763,612	15,508,602	11,635,877	76,810	10,755,944	19,862,177	0	(141,967)	75,461,053
Total Assets	**$ 26,021,769**	**$ 23,068,676**	**$ 17,089,965**	**$ 1,983,384**	**$ 9,962,846**	**$ 20,327,146**	**$ 2,337**	**$ (141,967)**	**$ 98,314,155**

Note- Current Assets are 2.54 times more than Current Liabilities – organization does not have significant current debt and is able to meet financial obligations when due.

TPS, Inc.–Financial Position 6/30/26

TEACH, Inc.

Statement of Financial Position

June 30, 2026

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila LLC	TEACH Foundation Inc.	Elimiminations	Combined
Current Liabilities									
Accounts Payable	$ 163,029	$ 159,439	$ 111,819	$ 18,594	$ 0	$ 0	$ 0		$ 452,881
Accrued Liabilities	120,110	75,659	808,270	1,308,206	0	0	0		2,312,245
Interest Payable	0	0	0	0	336,472	447,708	0		784,180
Deferred Revenue	2,060,556	260,028	2,253,017	0	0	0	0		4,573,601
Other Short-term Liabilities	358,702	309,426	213,842	0	0	0	0		881,969
Total Current Liabilities	2,702,397	804,552	3,386,948	1,326,800	336,472	447,708	0	0	9,004,876
Long-term Liabilities									
Notes Payable, Net of Current Portion	0	0	0	0	0	141,967	0	(141,967)	0
Bonds Payable	0	0	0	0	11,565,000	21,490,000	0		33,055,000
Bond Issue Cost	0	0	0	0	(209,519)	(404,350)	0		(613,868)
Discount on Bonds	0	0	0	0	(170,657)	0	0		(170,658)
Premium on Bonds	0	0	0	0	0	1,612,802	0		1,612,802
Other Long-term Liabilities	17,175,858	14,784,854	11,174,096	0	0	0	0		43,134,809
Total Long-term Liabilities	17,175,858	14,784,854	11,174,096	0	11,184,824	22,840,419	0	(141,967)	77,018,085
Total Liabilities	**19,878,255**	**15,589,406**	**14,561,044**	**1,326,800**	**11,521,296**	**23,288,127**	**0**	**(141,967)**	**86,022,961**
Net Asset	**6,143,514**	**7,479,270**	**2,528,921**	**656,584**	**(1,558,450)**	**(2,960,981)**	**2,337**		**12,291,194**
Liabilities & Net Assets	**$ 26,021,769**	**$ 23,068,676**	**$ 17,089,965**	**$ 1,983,384**	**$ 9,962,846**	**$ 20,327,146**	**$ 2,337**	**$ (141,967)**	**$ 98,314,155**

CHARTER IMPACT

TEACH Academy of Technologies

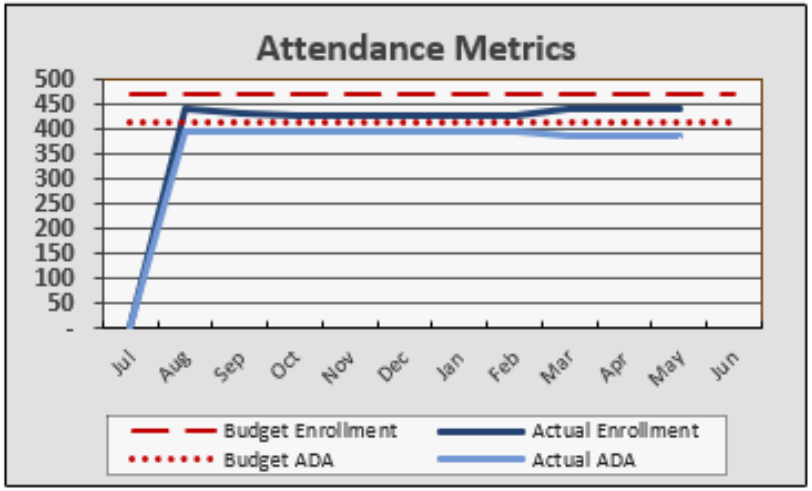
Monthly Financial Presentation – As of June 30th, 2026

TAT – Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data	Forecast	Budget
Average Enrollment	439	468
ADA	386.73	411.84
Attendance Rate	88.1%	88.0%
Unduplicated %	98.9%	98.9%
Revenue per ADA	$22,516	$22,266
Expenses per ADA	$22,756	$21,793

Attendance Metrics



ADA is currently projected at 386.73 ADA, which is 25.11 ADA below original approved budget.

TAT - Revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 5,699,868	$ 5,485,874	$ 213,994	$ 5,699,868	$ 6,103,157	$ (403,289)
Federal Revenue	682,746	826,637	(143,891)	1,055,688	1,115,964	(60,276)
Other State Revenue	1,086,665	1,360,484	(273,819)	1,774,635	1,750,817	23,818
Other Local Revenue	177,351	200,000	(22,649)	177,351	200,000	(22,649)
Total Revenue	**$ 7,646,630**	**$ 7,872,996**	**$ (226,366)**	**$ 8,707,541**	**$ 9,169,938**	**$ (462,397)**

Note: Variance explanation(s) on next slide

TAT - Revenue

- **State Aid-Rev: $5.82 MM (projected decrease of $403.3k)-** Due to decrease of 25.11 ADA.
- **Federal Revenue: $1.06MM (projected decrease of $60.3k)-** Due to lower ADA projection.
- **Other State Revenue: $1.78 MM (projected increase of $23.8k)-** Due to added SSPDBG Grant offset by lower projected ADA.
- **Other Local Revenue: $177.4k – (projected decrease of $22.6k)-** Due to lower than projected interest run rate.

TAT – Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 2,071,530	$ 2,234,011	$ 162,481	$ 2,084,438	$ 2,234,011	$ 149,573
Classified Salaries	630,734	658,094	27,360	654,619	658,094	3,475
Benefits	1,043,644	1,029,840	(13,804)	1,043,644	1,029,840	(13,804)
Books and Supplies	847,954	810,395	(37,558)	847,954	810,395	(37,558)
Subagreement Services	1,039,902	1,178,000	138,098	1,039,902	1,178,000	138,098
Operations	457,950	394,900	(63,050)	457,950	394,900	(63,050)
Facilities	968,646	973,700	5,054	968,646	973,700	5,054
Professional Services	1,437,185	1,545,467	108,281	1,608,445	1,570,112	(38,332)
Depreciation	92,217	110,600	18,383	92,217	110,600	18,383
Interest	2,577	15,456	12,879	2,577	15,456	12,879
Total Expenses	**$ 8,592,339**	**$ 8,950,464**	**$ 358,125**	**$ 8,800,391**	**$ 8,975,109**	**$ 174,718**

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

TAT - Expense

- **Certificated Salaries: $2.08MM (Surplus of $149.6k)-** Due to open position.
- **Classified Salaries: $654.6k (Savings of $3.5k)-** Due primarily to some unfilled positions and removal of 1.0 Clerical salaries offset with 3.0 added Aides and .33 Director of Enrollment.
- **Benefits: $1.04MM (Increase of $13.8k) –** Increase based on added positions and slightly higher run rate.
- **Non-Personnel Related Expenses: $5.02MM (Savings of $35.5k)-** Savings due primarily to lower than projected Contracted Services costs, Depreciation, and Interest costs.

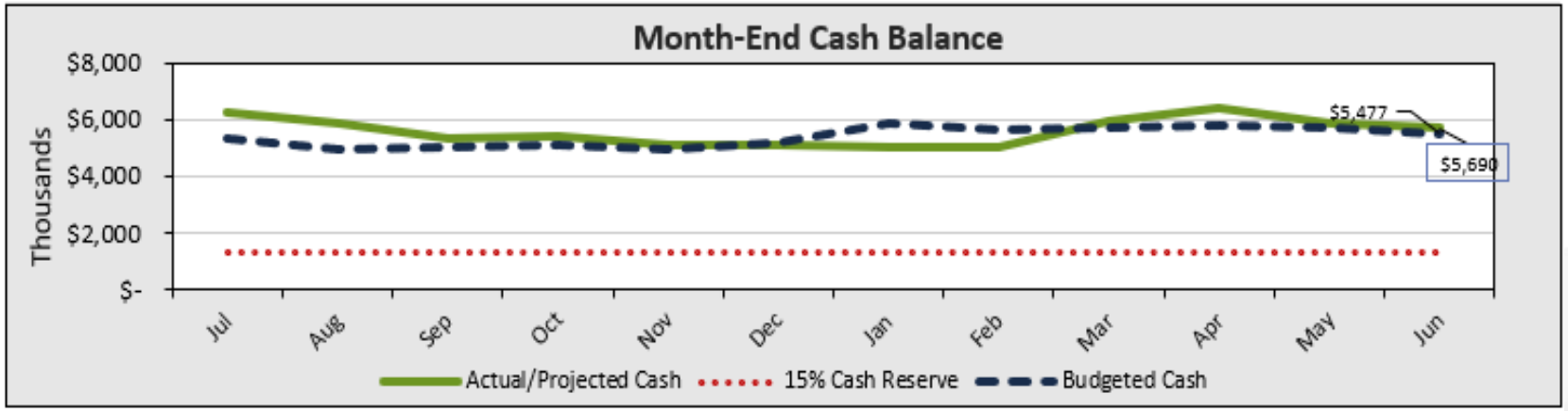
TAT – Fund Balance

- Projected deficit of $92.9k.
- Net assets projected at year-end of $6.9MM= 78.4% of the operating budget.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ (945,709)**	**$ (1,077,468)**	**$ 131,759**	**$ (92,850)**	**$ 194,829**	**$ (287,679)**
Beginning Fund Balance	6,990,005	6,990,005		6,990,005	6,990,005	
Ending Fund Balance	**$ 6,044,296**	**$ 5,912,536**		**$ 6,897,155**	**$ 7,184,834**	
As a % of Annual Expenses	*68.7%*	*65.9%*		*78.4%*	*80.1%*	

TAT – Cash Balance

- Cash at 6/30/26= $5.69MM which is 236 DCOH. 45 DCOH required by the bond.
- The Base Rent Coverage Ratio is projected to end at 1.95- bond requirement is 1.10- (Per Bond- Net Income plus Depreciation plus Management Fees plus Base Rent Divided by Base Rent.)



CHARTER IMPACT

TEACH Tech Charter High School

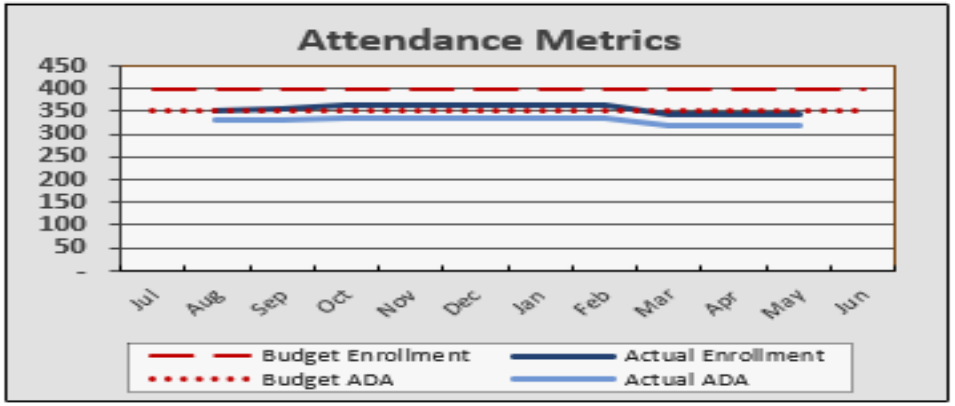
Monthly Financial Presentation – As of June 30th, 2026

TTHS – Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data		
	Forecast	**Budget**
Average Enrollment	345	400
ADA	317.78	352.00
Attendance Rate	92.1%	88.0%
Unduplicated %	94.0%	94.0%
Revenue per ADA	$23,421	$23,459
Expenses per ADA	$24,040	$22,877

Attendance Metrics



Current projected ADA is 317.78 a decrease of 34.22 ADA from Budgeted.

TTHS - Revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 5,646,101	$ 5,639,385	$ 6,716	$ 5,646,101	$ 6,233,043	$ (586,942)
Federal Revenue	435,841	430,876	4,965	494,128	574,616	(80,488)
Other State Revenue	827,977	842,472	(14,495)	1,094,261	1,074,870	19,390
Other Local Revenue	208,278	375,000	(166,722)	208,278	375,000	(166,722)
Total Revenue	**$ 7,118,197**	**$ 7,287,732**	**$ (169,535)**	**$ 7,442,768**	**$ 8,257,529**	**$ (814,762)**

See next slide for variance explanation(s)

TTHS - Revenue

- **State- Aid Revenue: $5.65MM (Projected Decrease of $586.9k)-** Due to ADA decrease of 34.22 ADA.
- **Federal Revenue: $494.1k (projected decrease of $80.5k)-** Due primarily to ADA decrease.
- **Other State Revenue: $1.09MM (Projected increase of $19.4k)-** Due added SSPDBG grant partially offset by ADA decrease.
- **Other Local Revenue: $208.3k (Projected decrease of $166.7k)-** Due to actual Interest run rate below budgeted projection.

TTHS - Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 1,888,593	$ 2,046,125	$ 157,532	$ 1,897,659	$ 2,046,125	$ 148,466
Classified Salaries	516,093	671,008	154,915	539,978	671,008	131,030
Benefits	785,489	767,981	(17,508)	785,489	767,981	(17,508)
Books and Supplies	697,008	900,242	203,233	697,008	900,242	203,233
Subagreement Services	952,354	790,700	(161,654)	952,354	790,700	(161,654)
Operations	344,242	421,100	76,858	344,242	421,100	76,858
Facilities	836,415	883,000	46,585	836,415	883,000	46,585
Professional Services	1,409,804	1,463,998	54,194	1,505,111	1,485,936	(19,175)
Depreciation	81,185	71,000	(10,185)	81,185	71,000	(10,185)
Interest	-	15,456	15,456	-	15,456	15,456
Total Expenses	**$ 7,511,183**	**$ 8,030,609**	**$ 519,426**	**$ 7,639,442**	**$ 8,052,547**	**$ 413,106**

Note: Variance explanation(s) on next slide

TTHS - Expense

- **Certificated Salaries:$1.90MM-(Projected savings of $148.5k)-** Savings primarily due to 1.0 less FTE than projected partially offset by some lower and higher salaries.
- **Classified Salaries: $539.98k- (Projected savings of $131.03K)-** Savings due primarily to 2 positions unfilled.
- **Benefits: $785.5k –(projected increase of $17.5K)**- Based on actual run rates above budgeted.
- **Non-Personnel Expenses: $4.42MM- (Projected savings of $151.1k)**- Savings due to decreased costs due primarily to lower ADA mostly in Books and Supplies partially offset by increases in Contracted Services.

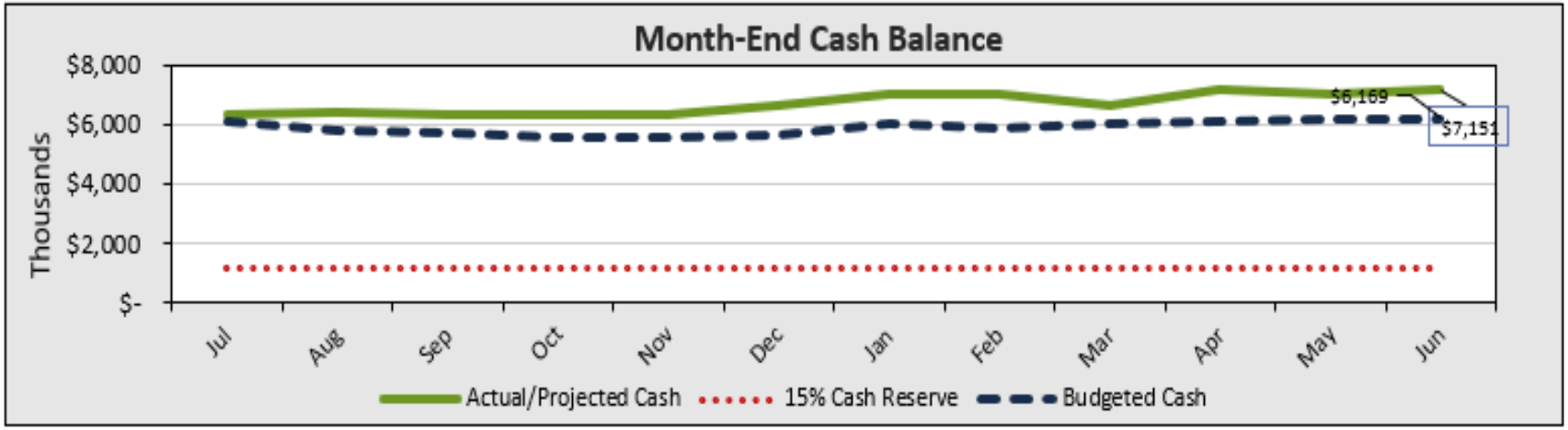
TTHS – Fund Balance

- Projected deficit of $196.7k.
- Net assets projected to end positively at $7.80MM, which is 99.5% of annual expenses.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ (392,986)**	**$ (742,877)**	**$ 349,891**	**$ (196,674)**	**$ 204,982**	**$ (401,656)**
Beginning Fund Balance	7,797,504	7,797,504		7,797,504	7,797,504	
Ending Fund Balance	**$ 7,404,518**	**$ 7,054,627**		**$ 7,600,829**	**$ 8,002,486**	
As a % of Annual Expenses	*96.9%*	*87.6%*		*99.5%*	*99.4%*	

TTHS – Cash Balance

- Cash at 6/30/25 close is $7.15MM which is 342 DCOH. 45 DCOH required by bond.
- The Base Rent Coverage Ratio projected to end at 1.81, Bond requirement is 1.10- (Per Bond-Surplus plus Depreciation plus Management Fees plus Base Rent divided by Base Rent.)



CHARTER IMPACT

TEACH Prep Elementary School

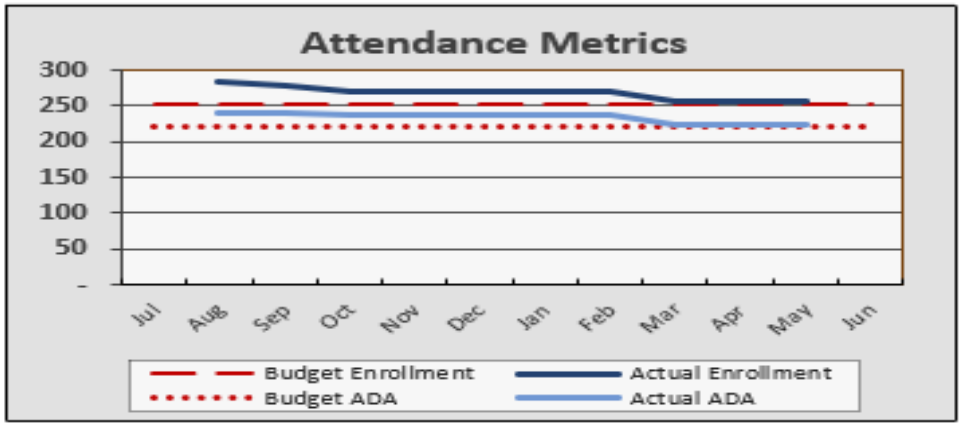
Monthly Financial Presentation – As of June 30th, 2026

TES – Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data	Forecast	Budget
Average Enrollment	256	251
ADA	223.82	238.48
Attendance Rate	87.4%	88.0%
Unduplicated %	98.7%	98.4%
Revenue per ADA	$26,330	$25,626
Expenses per ADA	$26,753	$25,043

Attendance Metrics



Current enrollment at 223.82 which is below the budgeted number by 14.66 ADA.

TES – Revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 3,583,609	$ 3,438,760	$ 144,849	$ 3,587,819	$ 3,772,200	$ (184,381)
Federal Revenue	312,294	269,763	42,531	490,542	431,032	59,510
Other State Revenue	832,714	1,363,614	(530,900)	1,652,260	1,783,005	(130,745)
Other Local Revenue	162,474	125,000	37,474	162,474	125,000	37,474
Total Revenue	**$ 4,891,090**	**$ 5,197,137**	**$ (306,047)**	**$ 5,893,095**	**$ 6,111,237**	**$ (218,143)**

- **State- Aid Revenue: $3.6MM (Projected decrease of $184.4k)-** Due to 14.66 lower ADA than budgeted.
- **Federal Revenue: $490.5k (Projected increase of $59.5k)-** Based primarily on higher Title-1 Apportionment and Child Nutrition revenue than budgeted partially offset by some Prior Year overpayment.
- **Other State Revenue: $1.65MM (Projected decrease of $130.7K)-** Primarily due to lower ADA than budgeted, slightly reduced ELOP revenue based on spend rates partially offset by higher SSPDBG Grant and higher Child Nutrition reimbursements.
- **Other Local Revenue: $162.5k (projected increase of $37.4k)-** Based on actual Interest revenue run rates.

TES – Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 1,371,680	$ 1,276,129	$ (95,551)	$ 1,371,680	$ 1,276,129	$ (95,551)
Classified Salaries	581,936	481,769	(100,167)	581,936	481,769	(100,167)
Benefits	638,287	537,217	(101,070)	638,287	537,217	(101,070)
Books and Supplies	646,715	517,366	(129,349)	646,715	517,366	(129,349)
Subagreement Services	710,531	1,158,913	448,382	710,531	1,158,913	448,382
Operations	173,905	177,800	3,895	173,905	177,800	3,895
Facilities	578,578	711,700	133,122	697,835	711,700	13,866
Professional Services	926,674	1,029,042	102,368	1,118,339	1,043,496	(74,842)
Depreciation	48,677	52,500	3,823	48,677	52,500	3,823
Interest	-	15,456	15,456	-	15,456	15,456
Total Expenses	**$ 5,676,984**	**$ 5,957,891**	**$ 280,908**	**$ 5,987,905**	**$ 5,972,346**	**$ (15,559)**

Note: Variance explanation(s) on next slide

TES - Expense

- **Certificated Salaries: $1.37MM- (Projected increase of $99.6k)**-Increase due to added 1.0 FTE partially offset due to some salaries slightly lower than projected.
- **Classified Salaries: $581.9K- (Projected increase of $100.2k)**-Increase due to added .33 FTE plus slightly higher overall salaries than projected.
- **Benefits: $638.3k- (Projected increase of $101.1k)-** Increase based on added positions and run rates higher than budgeted.
- **Non-Personnel Expenses: $3.40MM- (Projected savings of $281.2k)-** Savings primarily due to Contracted Services.

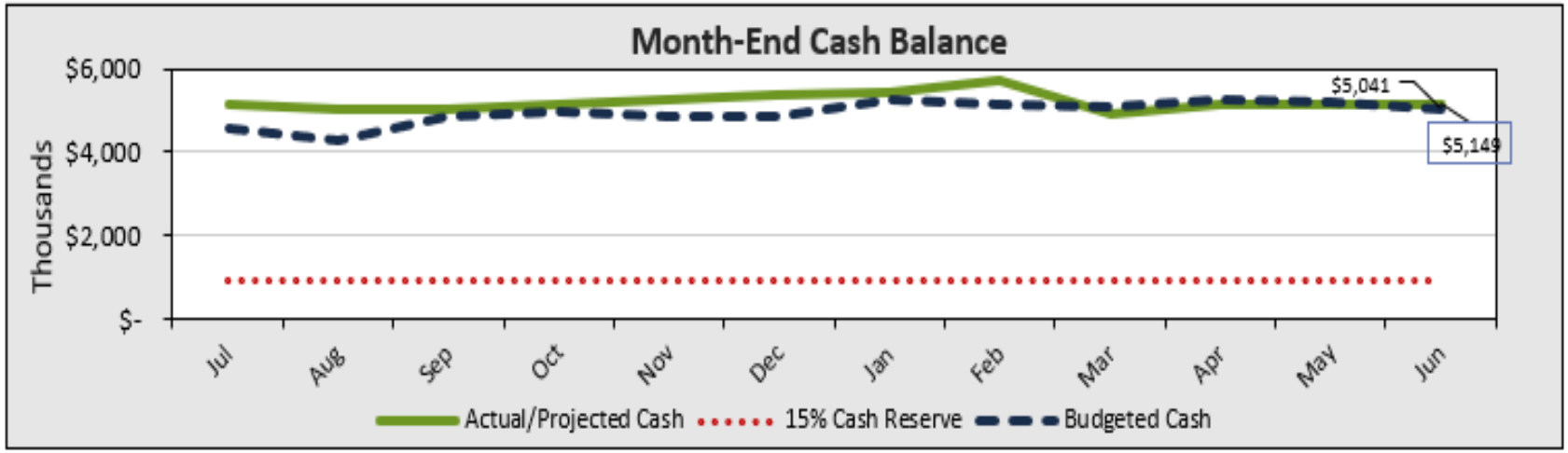
TES – Fund Balance

- Deficit of $94.8k.
- Net assets projected to end positively at $3.23MM which is 52.4% of the total operating expenses.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (785,894)**	**$ (760,754)**	**$ (25,139)**	**$ (94,810)**	**$ 138,891**	**$ (233,701)**
Beginning Fund Balance	3,232,906	3,232,906		3,232,906	3,232,906	
Ending Fund Balance	**$ 2,447,012**	**$ 2,472,152**		**$ 3,138,096**	**$ 3,371,798**	
As a % of Annual Expenses	*40.9%*	*41.4%*		*52.4%*	*56.5%*	

TES – Cash Balance

- Cash at 6/30/26- $5.15MM which is 314 DCOH. 45 DCOH required by bond.
- The Base Rent Coverage Ratio projected to end at 1.93- Bond requirement is 1.10- (surplus plus depreciation plus management fees plus base rent divided by base rent.)



CHARTER IMPACT

TEACH Public Schools

Monthly Financial Presentation – As of June 30th, 2026

TPS – Revenue

- Revenue- $2.16MM –Decrease of $92.3k from budgeted primarily due to the decrease of overall ADA partially offset by other grants such as SSPDBG.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
Other Local Revenue	1,672,776	2,060,829	(388,053)	2,155,890	2,248,177	(92,287)
Total Revenue	$ 1,672,776	$ 2,060,829	$ (388,053)	$ 2,155,890	$ 2,248,177	$ (92,287)

TPS – Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 453,958	$ 503,252	$ 49,294	$ 513,800	$ 549,002	$ 35,202
Classified Salaries	708,731	602,904	(105,826)	687,232	657,714	(29,518)
Benefits	278,425	348,241	69,816	321,244	379,740	58,497
Books and Supplies	97,244	75,000	(22,244)	111,543	81,300	(30,243)
Subagreement Services	-	-	-	-	-	-
Operations	72,040	77,764	5,725	85,179	85,300	121
Facilities	2,227	825	(1,402)	2,283	900	(1,383)
Professional Services	62,018	37,167	(24,852)	63,905	41,200	(22,705)
Depreciation	34,872	38,225	3,353	38,054	41,700	3,646
Interest	-	-	-	-	-	-
Total Expenses	**$ 1,709,515**	**$ 1,683,378**	**$ (26,137)**	**$ 1,823,240**	**$ 1,836,856**	**$ 13,616**

- Overall savings of $13.6k due primarily to salaries and benefits below projected.

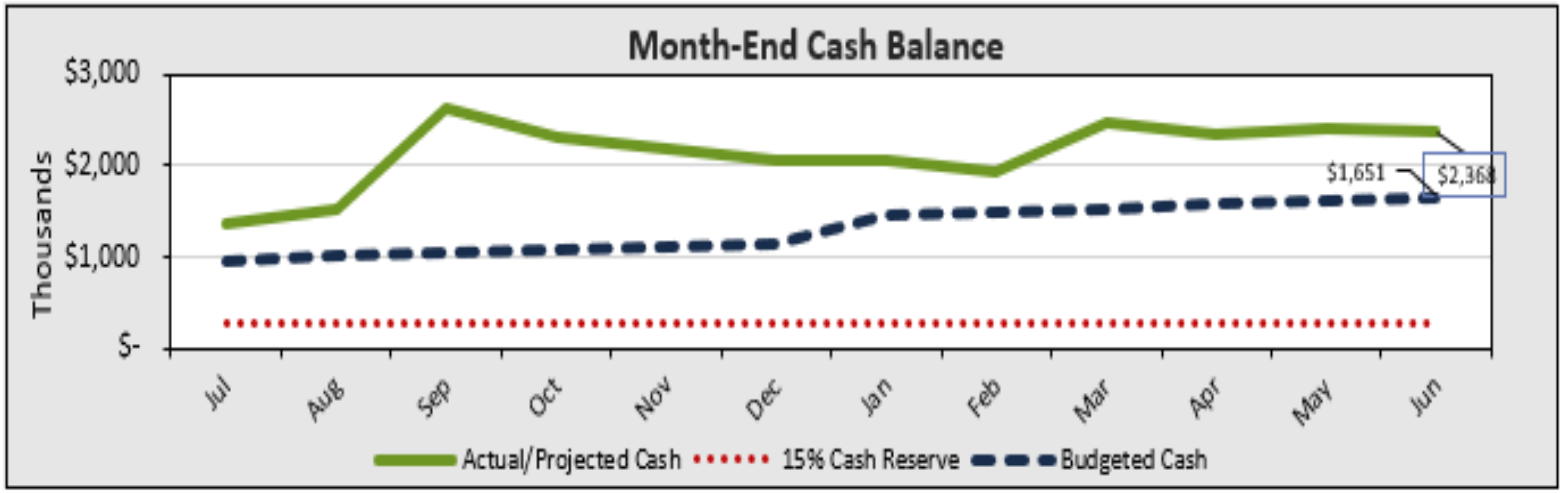
TPS – Fund Balance

- Projected surplus at year-end of $332.7k.
- Ending positive fund balance of $1.24MM- 67.8% of expenses.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ (36,739)**	**$ 377,451**	**$ (414,190)**	**$ 332,650**	**$ 411,321**	**$ (78,671)**
Beginning Fund Balance	902,847	902,847		902,847	902,847	
Ending Fund Balance	**$ 866,108**	**$ 1,280,298**		**$ 1,235,498**	**$ 1,314,168**	
As a % of Annual Expenses	*47.5%*	*69.7%*		*67.8%*	*71.5%*	

TPS – Cash Balance

- Cash at Year-end close is $2.37MM.



Questions & Discussion

Appendix follows, including:

- Monthly Cash Flow/ Forecasts.
- Statement of Financial Position.
- Statement of Cash Flows.
- Monthly Check Register.
- 30-Day Compliance Calendar.

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY25-26

Revised 08/20/2026

Actuals Through: 4/30/2026

ADA = 386.73

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 411.84	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	165,641	165,641	298,154	298,154	298,154	298,154	298,154	252,113	252,113	252,113	343,358	-	**2,921,749**	3,543,411	(621,662)
8012	Education Protection Account	-	-	-	262,121	-	-	262,121	-	-	248,672	-	326,610	-	**1,099,524**	846,570	252,954
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	(4,235)	(23,672)	(4,235)	(9,519)	-	**(41,661)**	-	(41,661)
8096	In Lieu of Property Taxes	-	312,610	138,938	138,938	-	277,876	138,938	-	243,141	216,942	-	252,873	-	**1,720,256**	1,713,176	7,080
		-	478,251	304,579	699,213	298,154	576,030	699,213	298,154	491,019	694,055	247,878	913,322	-	**5,699,868**	**6,103,157**	**(403,289)**
Federal Revenue																	
8181	Special Education - Entitlement	-	19,102	8,490	8,490	-	16,980	8,490	-	14,857	12,417	-	7,230	8,615	**104,671**	124,460	(19,789)
8220	Federal Child Nutrition	-	-	-	-	3,922	26,303	39,312	45,639	29,737	34,661	60,695	-	-	**240,269**	313,520	(73,251)
8290	Title I, Part A - Basic Low Income	-	-	-	56,740	-	84,013	-	-	-	72,927	-	22,663	-	**236,343**	222,397	13,946
8291	Title II, Part A - Teacher Quality	-	-	-	6,171	-	-	-	-	-	-	-	72	18,727	**24,970**	24,396	574
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	10,000	(10,000)
8296	Other Federal Revenue	-	-	-	84,849	4,059	-	14,694	-	-	77	-	78	345,600	**449,357**	421,191	28,166
8299	Prior Year Federal Revenue	-	-	-	-	-	-	78	-	-	-	-	-	-	**78**	-	78
		-	19,102	8,490	156,250	7,981	127,296	62,574	45,639	44,594	120,082	60,695	30,043	372,942	**1,055,688**	**1,115,964**	**(60,276)**
Other State Revenue																	
8311	State Special Education	-	68,763	30,561	30,561	-	61,122	30,561	-	53,483	50,571	-	26,504	16,785	**368,911**	419,986	(51,075)
8520	Child Nutrition	-	-	-	-	1,026	6,534	20,862	-	7,213	8,400	14,804	-	-	**58,838**	29,675	29,163
8545	School Facilities (SB740)	-	-	-	-	-	-	-	295,529	-	-	-	-	235,082	**530,611**	559,618	(29,008)
8550	Mandated Cost	-	-	-	-	-	8,446	-	-	-	-	-	-	-	**8,446**	8,478	(32)
8560	State Lottery	-	-	-	-	-	-	33,776	-	-	35,158	-	-	38,682	**107,617**	112,432	(4,816)
8598	Prior Year Revenue	-	-	-	-	-	(3,642)	(389)	-	(17,732)	(1,169)	-	1,169	-	**(21,762)**	-	(21,762)
8599	Other State Revenue	7,569	6,626	6,626	68,466	6,051	3,144	211,712	3,144	2,804	2,804	2,804	2,804	397,420	**721,975**	620,627	101,348
		7,569	75,389	37,187	99,027	7,077	75,604	296,523	298,673	45,768	95,764	17,608	30,477	687,970	**1,774,635**	**1,750,817**	**23,818**
Other Local Revenue																	
8660	Interest Revenue	18,091	18,362	16,796	16,433	15,183	14,456	13,871	12,799	16,754	17,043	16,085	1,478	-	**177,351**	200,000	(22,649)
		18,091	18,362	16,796	16,433	15,183	14,456	13,871	12,799	16,754	17,043	16,085	1,478	-	**177,351**	**200,000**	**(22,649)**
Total Revenue		**25,660**	**591,104**	**367,052**	**970,923**	**328,395**	**793,386**	**1,072,181**	**655,265**	**598,135**	**926,944**	**342,265**	**975,320**	**1,060,911**	**8,707,541**	**9,169,938**	**(462,397)**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	12,082	146,694	145,867	146,981	157,242	139,040	128,188	121,599	135,807	132,307	128,693	125,569	-	**1,520,069**	1,498,393	(21,677)
1175	Teachers' Extra Duty/Stipends	-	-	-	6,454	6,454	-	-	-	-	-	-	-	12,908	**25,816**	-	(25,816)
1200	Pupil Support Salaries	11,232	14,597	14,110	15,874	18,245	14,200	14,584	14,619	14,309	14,459	14,885	15,020	-	**176,133**	162,040	(14,093)
1300	Administrators' Salaries	23,249	22,249	22,249	58,378	33,378	28,333	32,917	28,333	28,333	28,333	28,333	28,333	-	**362,420**	273,578	(88,842)
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	300,000	300,000
		46,563	183,540	182,226	227,687	215,319	181,573	175,689	164,550	178,449	175,099	171,911	168,922	12,908	**2,084,438**	**2,234,011**	**149,573**
Classified Salaries																	
2100	Instructional Salaries	7,056	19,471	26,886	31,267	23,544	19,150	14,278	22,389	24,151	19,217	24,301	18,579	-	**250,290**	135,921	(114,368)
2200	Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	23,885	**23,885**	68,628	44,743
2400	Clerical and Office Staff Salaries	7,529	11,797	18,628	19,028	15,037	9,994	10,687	14,473	13,147	9,899	10,015	9,878	-	**150,112**	282,167	132,055
2900	Other Classified Salaries	12,798	17,990	19,603	20,614	23,410	19,431	20,054	19,710	19,484	18,990	20,151	18,098	-	**230,333**	171,378	(58,955)
		27,383	49,258	65,117	70,909	61,990	48,575	45,019	56,572	56,783	48,106	54,467	46,555	23,885	**654,619**	**658,094**	**3,475**
Benefits																	
3101	STRS	8,042	33,752	30,337	37,874	32,246	33,453	31,873	30,121	32,835	32,167	31,476	30,498	-	**364,674**	426,696	62,022
3202	PERS	8,310	15,036	18,171	18,347	15,016	13,744	13,062	16,712	16,730	14,512	16,372	13,461	-	**179,471**	180,318	846
3301	OASDI	1,904	3,469	4,422	4,890	4,340	3,402	3,205	3,923	3,917	3,389	3,809	3,327	-	**43,996**	40,802	(3,194)
3311	Medicare	1,070	3,374	3,584	4,326	4,019	3,334	3,198	3,204	3,408	3,237	3,281	3,123	-	**39,158**	41,936	2,778
3401	Health and Welfare	26,122	466	1,982	38,714	80,429	36,510	21,648	28,990	58,572	35,779	13,091	6,324	-	**348,627**	280,000	(68,627)
3501	State Unemployment	315	2,760	625	673	291	273	10,888	1,995	1,291	139	35	-	-	**19,284**	19,600	316
3601	Workers' Compensation	6,632	2,211	2,211	5,494	2,211	2,211	2,211	2,211	2,211	2,211	-	-	-	**29,814**	40,489	10,675
3901	Other Benefits	751	1,178	1,119	496	1,479	1,498	1,527	1,540	1,517	2,401	2,584	2,530	-	**18,619**	-	(18,619)
		53,146	62,245	62,451	110,815	140,031	94,424	87,611	88,697	120,481	93,833	70,648	59,262	-	**1,043,644**	**1,029,840**	**(13,804)**

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY25-26

Revised 08/20/2026

Actuals Through: 4/30/2026

ADA = 386.73

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Materials	-	6,400	-	-	-	-	-	-	-	-	-	13,329	-	**19,729**	85,400	65,671
4200	Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	3,000	3,000
4302	School Supplies	127	1,880	7,894	4,051	925	1,445	4,308	1,609	427	3,516	289	2,934	-	**29,405**	51,800	22,395
4305	Software	35,428	8,055	50,546	3,009	61,506	-	6,404	4,262	-	63	63	2,910	-	**172,246**	157,900	(14,346)
4310	Office Expense	12,153	6,592	5,835	5,405	1,116	8,480	10,987	8,244	3,567	6,385	5,161	13,792	-	**87,716**	114,400	26,684
4311	Business Meals	159	-	-	-	117	-	-	-	34	-	-	-	-	**310**	200	(110)
4312	School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	300	300
4400	Noncapitalized Equipment	285	9,766	43,358	3,516	-	8,203	5,179	3,204	-	2,478	-	3,200	-	**79,189**	54,200	(24,989)
4700	Food Services	-	4,632	33,577	49,322	54,799	-	79,901	33,102	58,880	24,562	60,362	60,223	-	**459,359**	343,195	(116,163)
		48,152	37,325	141,209	65,304	118,463	18,127	106,778	50,420	62,908	37,004	65,874	96,389	-	**847,954**	**810,395**	**(37,558)**
Subagreement Services																	
5101	Nursing	-	-	-	-	3,355	-	-	-	-	-	-	-	-	**3,355**	-	(3,355)
5102	Special Education	-	861	-	77,655	-	59,031	83,805	-	-	-	134,195	137,490	-	**493,038**	565,500	72,462
5103	Substitute Teacher	-	2,688	8,714	15,539	14,645	(6,840)	60,305	16,983	24,158	33,083	81,279	37,340	-	**287,893**	130,100	(157,793)
5104	Transportation	-	-	-	-	2,000	-	-	-	-	-	-	-	-	**2,000**	158,100	156,100
5105	Security	1,445	2,122	3,691	18,979	6,206	7,547	15,143	4,539	12,079	9,200	12,949	-	-	**93,899**	67,100	(26,799)
5106	Other Educational Consultants	-	-	-	-	26,333	23,633	33,924	34,245	3,355	-	5,676	32,552	-	**159,717**	257,200	97,483
		1,445	5,671	12,405	112,173	52,539	83,371	193,177	55,767	39,591	42,282	234,099	207,381	-	**1,039,902**	**1,178,000**	**138,098**
Operations and Housekeeping																	
5201	Auto and Travel	10,310	-	-	-	-	-	-	-	1,176	-	-	-	-	**11,487**	1,000	(10,487)
5300	Dues & Memberships	-	7,495	-	285	-	-	-	-	-	-	-	-	-	**7,780**	11,400	3,620
5400	Insurance	26,172	8,724	8,724	8,724	8,724	8,724	8,724	8,724	8,724	8,721	-	-	-	**104,682**	102,900	(1,782)
5501	Utilities	2,130	5,046	8,970	17,272	24,981	16	15,719	15,681	10,599	6,597	9,130	13,127	-	**129,267**	104,400	(24,867)
5502	Janitorial Services	3,714	22,990	8,493	26,589	10,481	9,109	26,153	10,218	9,163	14,081	17,847	20,619	-	**179,456**	163,000	(16,456)
5900	Communications	4,193	60	768	386	8,472	1,718	4,384	67	909	68	1,551	1,227	-	**23,803**	4,300	(19,503)
5901	Postage and Shipping	96	21	1,234	21	21	21	10	-	-	10	-	39	-	**1,474**	7,900	6,426
		46,615	44,335	28,188	53,277	52,679	19,588	54,991	34,690	30,570	29,477	28,527	35,012	-	**457,950**	**394,900**	**(63,050)**
Facilities, Repairs and Other Leases																	
5601	Rent	72,648	72,648	72,648	72,648	72,646	72,646	72,646	72,646	72,646	72,646	72,646	72,569	-	**871,683**	868,500	(3,183)
5602	Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	700	700
5603	Equipment Leases	467	1,214	452	3,594	-	2,973	2,020	3,987	1,813	1,688	412	13,685	-	**32,305**	33,200	895
5610	Repairs and Maintenance	1,255	2,159	6,691	5,103	3,530	2,240	12,158	8,256	331	6,467	16,091	378	-	**64,659**	71,300	6,641
		74,370	76,022	79,791	81,345	76,176	77,858	86,823	84,889	74,790	80,801	89,149	86,632	-	**968,646**	**973,700**	**5,054**
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	2,434	-	-	-	-	-	-	-	**2,434**	200	(2,234)
5802	Audit & Taxes	-	5,012	51,620	-	1,400	-	11,191	-	-	254	-	6,573	-	**76,050**	15,100	(60,950)
5803	Legal	-	-	26	-	5,765	-	-	-	2,818	298	-	1,901	-	**10,807**	23,500	12,693
5804	Professional Development	-	6,000	1,500	-	-	-	-	97	3,000	-	1,500	-	-	**12,097**	25,700	13,603
5805	General Consulting	-	667	834	1,500	-	1,000	1,000	1,367	-	1,300	675	1,167	-	**9,510**	11,500	1,990
5806	Special Activities/Field Trips	3,849	2,250	3,900	19,051	5,250	3,201	12,651	6,241	25	5,201	10,701	7,332	-	**79,651**	11,500	(68,151)
5807	Bank Charges	159	160	160	159	160	159	159	161	161	161	161	161	-	**1,920**	2,900	980
5808	Printing	-	9,338	2,524	249	-	-	12,494	-	-	-	1,811	8,740	-	**35,156**	39,200	4,044
5809	Other taxes and fees	50	42	500	7	-	-	862	1,821	1,280	181	52	1,092	-	**5,885**	16,900	11,015
5810	Payroll Service Fee	851	851	851	851	851	851	851	792	792	792	792	792	-	**9,917**	7,800	(2,117)
5811	Management Fee	10,595	66,102	44,756	97,457	45,816	85,603	111,397	72,136	66,709	98,024	49,542	9,886	170,600	**928,623**	1,046,032	117,409
5812	District Oversight Fee	-	10,730	4,769	4,769	-	9,538	4,769	-	8,345	7,133	-	7,362	(416)	**56,999**	61,032	4,033
5813	County Fees	-	-	-	-	2,812	-	-	2,364	-	-	2,424	-	1,075	**8,675**	4,500	(4,175)
5814	SPED Encroachment	-	66,583	29,592	29,592	-	59,184	29,592	-	51,787	68,037	-	27,216	-	**361,583**	292,048	(69,535)
5815	Public Relations/Recruitment	-	9,139	-	-	-	-	-	-	-	-	-	-	-	**9,139**	12,200	3,061
		15,504	176,873	141,031	153,635	62,053	161,970	184,967	84,978	134,916	181,380	67,659	72,221	171,259	**1,608,445**	**1,570,112**	**(38,332)**
Depreciation																	
6900	Depreciation Expense	6,843	8,894	7,931	7,931	8,170	7,452	7,527	7,572	7,470	7,476	7,476	7,476	-	**92,217**	110,600	18,383
		6,843	8,894	7,931	7,931	8,170	7,452	7,527	7,572	7,470	7,476	7,476	7,476	-	**92,217**	**110,600**	**18,383**
Interest																	
7438	Interest Expense	1,288	1,289	-	-	-	-	-	-	-	-	0	-	-	**2,577**	15,456	12,879
		1,288	1,289	-	-	-	-	-	-	-	-	0	-	-	**2,577**	**15,456**	**12,879**
Total Expenses		**321,311**	**645,452**	**720,350**	**883,075**	**787,419**	**692,939**	**942,582**	**628,135**	**705,958**	**695,458**	**789,810**	**779,850**	**208,052**	**8,800,391**	**8,975,109**	**174,718**
Monthly Surplus (Deficit)		**(295,652)**	**(54,348)**	**(353,297)**	**87,848**	**(459,024)**	**100,447**	**129,599**	**27,130**	**(107,823)**	**231,486**	**(447,544)**	**195,470**	**852,859**	**(92,850)**	**194,829**	**(287,679)**

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY25-26

Revised 08/20/2026

Actuals Through: 4/30/2026

ADA = 386.73

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(295,652)	(54,348)	(353,297)	87,848	(459,024)	100,447	129,599	27,130	(107,823)	231,486	(447,544)	195,470	852,859	**(92,850)**		
Cash flows from operating activities																
Depreciation/Amortization	6,843	8,894	7,931	7,931	8,170	7,452	7,527	7,572	7,470	7,476	7,476	7,476	-	**92,217**		
Public Funding Receivables	758,904	101,671	-	68,985	-	3,642	-	-	107,812	-	-	(551,290)	(1,060,911)	**(571,187)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Receivable - Other ARO	7,139	7,939	-	-	(704)	(22,100)	-	22,100	-	704	-	-	-	**15,079**		
Due To/From Related Parties	(212,545)	(274,272)	(178,492)	(55,088)	11,072	(151,387)	(9,908)	(63,323)	845,778	(51,638)	(176,227)	(103,617)	-	**(419,646)**		
Prepaid Expenses	9,027	4,285	(1,137)	1,137	(19,229)	27,597	(27,685)	(25,251)	91	35,276	16,179	(1,227)	-	**19,063**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(174,198)	(134,171)	-	-	2,645	1,711	(1,711)	-	3,530	(3,820)	289	165,538	208,052	**67,865**		
Accrued Expenses	(96,698)	(23,040)	(5,131)	(9,235)	(9,237)	(9,235)	(9,235)	(9,235)	(9,235)	(17,599)	(9,235)	30,784	-	**(176,331)**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	227,991	23,143	23,143	(44,327)	167,435	92,545	(172,768)	50,439	82,669	199,085	139,816	59,553	-	**848,723**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	(51,575)	(50,630)	(18,000)	-	(9,186)	-	(9,809)	(1,427)	-	(2,265)	-	-	-	**(142,891)**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	(4,433)	(4,433)	-	-	-	-	-	-	-	-	-	-	-	**(8,865)**		
Total Change in Cash	174,804	(394,962)	(524,983)	57,249	(308,058)	50,673	(93,991)	8,005	930,292	398,705	(469,247)	(197,313)				
Cash, Beginning of Month	6,059,320	6,234,124	5,839,163	5,314,179	5,371,429	5,063,371	5,114,044	5,020,053	5,028,059	5,958,350	6,357,055	5,887,808				
Cash, End of Month	**6,234,124**	**5,839,163**	**5,314,179**	**5,371,429**	**5,063,371**	**5,114,044**	**5,020,053**	**5,028,059**	**5,958,350**	**6,357,055**	**5,887,808**	**5,690,496**				

TEACH Tech Charter High

Monthly Cash Flow/Forecast FY25-26

Revised 08/20/2026

Actuals Through: 4/30/2026

ADA = 317.78

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																**ADA =**	**352.00**
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	216,202	216,202	389,164	389,164	389,164	389,164	389,164	403,136	403,136	403,136	581,268	-	**4,168,900**	4,698,390	(529,490)
8012	Education Protection Account	-	-	-	16,222	-	-	16,221	-	-	17,408	-	13,705	-	**63,556**	70,400	(6,844)
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	1,149	(4,600)	1,149	2,395	-	**93**	-	93
8096	In Lieu of Property Taxes	-	246,405	109,512	109,513	-	219,026	109,513	-	191,648	259,269	-	168,666	-	**1,413,552**	1,464,253	(50,701)
		-	462,607	325,714	514,899	389,164	608,190	514,898	389,164	595,933	675,213	404,285	766,034	-	**5,646,101**	**6,233,043**	**(586,942)**
Federal Revenue																	
8181	Special Education - Entitlement	-	15,057	6,692	6,692	-	13,384	6,692	-	11,711	15,130	-	6,134	9,333	**90,825**	91,875	(1,050)
8220	Federal Child Nutrition	-	-	-	-	2,831	18,642	23,395	22,507	16,884	16,587	96,757	-	-	**197,603**	254,639	(57,036)
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	51,954	-	-	-	82,365	-	14,306	24,816	**173,441**	194,118	(20,677)
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	3,907	-	-	-	388	-	53	13,042	**17,390**	20,048	(2,658)
8296	Other Federal Revenue	-	-	-	-	-	-	3,558	-	-	74	-	67	11,096	**14,795**	13,936	859
8299	Prior Year Federal Revenue	-	-	-	-	-	-	74	-	-	-	-	-	-	**74**	-	74
		-	15,057	6,692	6,692	2,831	87,887	33,719	22,507	28,595	114,544	96,757	20,560	58,287	**494,128**	**574,616**	**(80,488)**
Other State Revenue																	
8311	State Special Education	-	54,201	24,088	24,089	-	48,178	24,089	-	42,156	59,447	-	22,485	21,395	**320,128**	358,336	(38,208)
8520	Child Nutrition	-	-	-	-	801	4,777	11,568	-	4,209	4,202	23,802	-	-	**49,360**	24,102	25,258
8545	School Facilities (SB740)	-	-	-	-	-	-	232,941	-	-	119,147	-	-	83,921	**436,008**	478,306	(42,298)
8550	Mandated Cost	-	-	-	-	-	18,885	-	-	-	-	-	-	-	**18,885**	18,554	331
8560	State Lottery	-	-	-	-	-	-	27,021	-	-	28,126	-	-	38,814	**93,962**	96,096	(2,134)
8598	Prior Year Revenue	-	-	-	-	-	3,200	(5,048)	-	(13,976)	-	-	-	-	**(15,824)**	-	(15,824)
8599	Other State Revenue	6,417	5,022	5,022	12,159	3,511	2,478	22,061	2,478	2,610	2,610	2,610	2,610	122,154	**191,742**	99,475	92,267
		6,417	59,223	29,110	36,248	4,312	77,518	312,632	2,478	34,999	213,533	26,412	25,095	266,284	**1,094,261**	**1,074,870**	**19,390**
Other Local Revenue																	
8660	Interest Revenue	14,460	19,892	19,878	19,376	18,142	17,663	19,210	18,533	17,931	18,814	19,281	4,098	-	**207,278**	375,000	(167,722)
8690	Other Local Revenue	-	-	-	-	-	-	-	1,000	-	-	-	-	-	**1,000**	-	1,000
		14,460	19,892	19,878	19,376	18,142	17,663	19,210	19,533	17,931	18,814	19,281	4,098	-	**208,278**	**375,000**	**(166,722)**
Total Revenue		**20,877**	**556,779**	**381,394**	**577,215**	**414,449**	**791,258**	**880,459**	**433,682**	**677,458**	**1,022,103**	**546,735**	**815,787**	**324,571**	**7,442,768**	**8,257,529**	**(814,762)**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	26,358	154,465	136,498	50,581	134,981	131,782	129,826	130,472	125,252	119,663	119,270	129,626	-	**1,388,774**	1,586,754	197,980
1175	Teachers' Extra Duty/Stipends	-	-	-	4,533	4,533	-	-	-	-	-	-	-	9,066	**18,132**	-	(18,132)
1200	Pupil Support Salaries	16,613	16,613	16,613	16,613	21,597	18,113	14,155	12,655	16,613	17,613	17,613	17,613	-	**202,422**	193,870	(8,552)
1300	Administrators' Salaries	24,375	16,667	16,667	63,248	24,042	20,417	16,667	21,250	21,250	21,250	21,250	21,250	-	**288,331**	265,501	(22,830)
		67,346	187,744	169,778	134,974	185,153	170,312	160,647	164,377	163,115	158,526	158,133	168,488	9,066	**1,897,659**	**2,046,125**	**148,466**
Classified Salaries																	
2100	Instructional Salaries	-	3,048	4,056	5,507	7,251	4,868	3,356	7,606	6,600	5,580	7,135	4,956	-	**59,962**	113,277	53,315
2200	Support Salaries	5,883	3,379	3,686	4,091	2,826	2,458	1,843	3,686	2,458	3,994	4,301	6,343	23,885	**68,833**	104,324	35,490
2400	Clerical and Office Staff Salaries	10,088	10,361	11,896	12,173	14,058	10,693	9,656	11,384	10,970	10,624	11,274	10,624	-	**133,799**	170,054	36,254
2900	Other Classified Salaries	20,833	22,780	23,228	23,764	29,045	22,524	21,564	23,164	22,780	22,460	22,780	22,460	-	**277,383**	283,353	5,970
		36,803	39,568	42,866	45,535	53,180	40,543	36,420	45,841	42,807	42,657	45,489	44,383	23,885	**539,978**	**671,008**	**131,030**
Benefits																	
3101	STRS	10,325	36,605	29,161	21,100	26,993	31,384	28,965	30,346	31,155	30,279	30,203	30,080	-	**336,594**	390,810	54,216
3301	OASDI	2,258	2,433	2,637	2,802	3,276	2,509	2,254	2,838	2,650	2,641	2,816	2,748	-	**31,861**	41,602	9,742
3311	Medicare	1,447	3,344	3,076	2,613	3,450	3,056	2,856	3,047	2,985	2,916	2,952	3,086	-	**34,829**	39,398	4,570
3401	Health and Welfare	35,567	970	1,808	27,470	57,678	42,359	20,785	23,928	39,981	27,695	29,822	240	-	**308,302**	240,000	(68,302)
3501	State Unemployment	42	819	0	130	273	416	9,673	1,453	247	-	-	239	-	**13,291**	18,130	4,839
3601	Workers' Compensation	6,652	2,217	2,217	6,254	2,217	2,217	2,217	2,217	2,217	2,217	-	-	-	**30,645**	38,040	7,395
3901	Other Benefits	1,768	3,526	3,294	2,955	2,953	3,124	(2,028)	2,863	2,958	2,831	2,818	2,905	-	**29,967**	-	(29,967)
		58,057	49,915	42,193	63,324	96,841	85,065	64,722	66,691	82,193	68,578	68,611	39,297	-	**785,489**	**767,981**	**(17,508)**

TEACH Tech Charter High

Monthly Cash Flow/Forecast FY25-26

Revised 08/20/2026

Actuals Through: 4/30/2026

ADA = 317.78

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Materials	10,912	1,207	-	-	2,750	-	-	-	-	-	-	37,500	-	**52,369**	121,300	68,931
4200	Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	223	-	**223**	14,700	14,477
4302	School Supplies	3,162	17,270	10,015	53	6,292	1,667	1,475	8,518	323	6,035	2,769	7,221	-	**64,802**	96,400	31,598
4305	Software	82,277	21,603	5,559	1,504	50,487	-	6,402	4,261	-	1,262	-	2,250	-	**175,606**	192,000	16,394
4310	Office Expense	15,399	2,200	3,264	3,467	301	842	10,696	4,588	150	8,113	305	4,854	-	**54,178**	118,100	63,922
4311	Business Meals	-	-	-	70	-	-	-	-	(70)	157	2,308	31	-	**2,497**	100	(2,397)
4400	Noncapitalized Equipment	-	2,036	43,895	592	-	355	294	3,368	-	230	-	516	-	**51,288**	78,900	27,612
4700	Food Services	-	3,828	24,255	33,779	32,187	78	37,827	19,822	38,712	32,184	30,932	42,442	-	**296,046**	278,742	(17,304)
		111,750	48,145	86,989	39,465	92,017	2,942	56,695	40,557	39,115	47,983	36,314	95,036	-	**697,008**	**900,242**	**203,233**
Subagreement Services																	
5101	Nursing	-	-	-	-	-	1,556	610	786	-	-	-	-	-	**2,952**	-	(2,952)
5102	Special Education	-	-	-	105,778	-	72,394	91,971	-	-	-	160,877	124,807	-	**555,828**	328,400	(227,428)
5103	Substitute Teacher	-	11,396	24,005	58,703	24,319	15,791	17,649	20,356	26,403	21,864	39,487	27,505	-	**287,479**	175,400	(112,079)
5104	Transportation	-	-	-	-	2,000	2,611	-	-	-	-	-	-	-	**4,611**	205,900	201,289
5105	Security	2,198	1,045	3,326	24,207	5,043	9,053	16,649	5,602	13,112	5,547	14,051	1,063	-	**100,896**	80,100	(20,796)
5106	Other Educational Consultants	-	-	-	-	-	-	-	-	-	-	589	-	-	**589**	900	311
		2,198	12,441	27,331	188,688	31,362	101,404	126,879	26,744	39,515	27,411	215,004	153,376	-	**952,354**	**790,700**	**(161,654)**
Operations and Housekeeping																	
5201	Auto and Travel	-	-	-	-	-	-	-	-	-	-	-	85	-	**85**	500	415
5300	Dues & Memberships	-	7,413	-	285	-	-	-	-	-	-	-	-	-	**7,698**	12,600	4,902
5400	Insurance	20,629	6,876	6,876	6,876	6,876	6,876	6,876	6,876	6,876	6,876	-	-	-	**82,515**	95,600	13,085
5501	Utilities	11,654	13,223	16,245	13,472	10,065	-	1,925	9,290	27,874	1,039	1,014	1,550	-	**107,352**	129,600	22,248
5502	Janitorial Services	1,847	19,709	5,999	21,535	5,608	7,845	14,906	6,077	6,527	10,669	15,491	12,441	-	**128,653**	149,600	20,947
5900	Communications	4,191	340	156	219	8,410	1,072	1,499	6	(45)	7	1,316	767	-	**17,939**	25,500	7,561
5901	Postage and Shipping	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	7,700	7,700
		38,321	47,560	29,276	42,388	30,959	15,793	25,206	22,250	41,232	18,592	17,822	14,844	-	**344,242**	**421,100**	**76,858**
Facilities, Repairs and Other Leases																	
5601	Rent	61,626	61,626	61,626	61,624	60,834	60,834	60,833	60,833	60,833	60,833	60,833	60,845	-	**733,181**	754,200	21,019
5602	Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	200	200
5603	Equipment Leases	467	1,070	744	2,071	1,755	-	3,187	2,864	1,009	2,856	412	5,752	-	**22,186**	18,100	(4,086)
5610	Repairs and Maintenance	3,089	5,643	1,378	4,086	5,107	7,998	3,315	16,670	11,648	11,183	5,732	5,200	-	**81,049**	110,500	29,451
		65,182	68,339	63,748	67,781	67,696	68,832	67,335	80,366	73,490	74,872	66,976	71,797	-	**836,415**	**883,000**	**46,585**
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	2,433	-	-	-	-	-	-	-	**2,433**	2,600	167
5802	Audit & Taxes	-	5,010	51,604	-	1,400	-	1,155	-	-	254	-	6,573	-	**65,996**	16,400	(49,596)
5803	Legal	-	-	26	-	-	-	-	-	1,044	-	-	-	-	**1,071**	10,700	9,629
5804	Professional Development	-	4,500	-	-	1,500	-	-	-	1,500	-	3,000	-	-	**10,500**	38,900	28,400
5805	General Consulting	-	667	833	1,500	-	1,000	1,000	1,367	-	1,300	738	1,167	-	**9,571**	22,300	12,729
5806	Special Activities/Field Trips	-	600	2,500	34,568	10,449	16,225	27,196	24,545	23,125	11,858	11,249	8,125	-	**170,439**	50,000	(120,439)
5807	Bank Charges	442	442	443	442	442	442	442	445	445	445	446	446	-	**5,323**	8,700	3,377
5808	Printing	-	9,335	-	-	-	-	15,117	-	-	-	5,015	9,393	-	**38,861**	47,200	8,339
5809	Other taxes and fees	-	3,906	632	4,423	1,270	-	700	1,782	74	756	260	340	-	**14,142**	10,500	(3,642)
5810	Payroll Service Fee	851	851	851	851	851	851	851	792	792	792	792	792	-	**9,914**	8,000	(1,914)
5811	Management Fee	10,139	62,641	45,918	63,618	50,028	84,551	93,633	50,886	74,044	106,864	60,225	9,686	94,182	**806,414**	941,292	134,878
5812	District Oversight Fee	-	10,131	4,503	4,503	-	9,006	4,503	-	7,880	10,284	-	5,650	1	**56,461**	62,330	5,869
5813	County Fees	-	-	-	-	2,040	-	-	1,975	-	-	2,092	-	1,125	**7,231**	4,700	(2,531)
5814	SPED Encroachment	-	52,482	23,325	23,325	-	46,650	23,325	-	40,819	73,741	-	23,089	-	**306,756**	249,614	(57,142)
5815	Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	12,700	12,700
		11,431	150,565	130,636	133,229	67,980	161,157	167,921	81,790	149,724	206,293	83,817	65,260	95,308	**1,505,111**	**1,485,936**	**(19,175)**
Depreciation																	
6900	Depreciation Expense	6,367	8,136	7,225	7,225	7,208	7,208	7,014	7,014	6,286	5,834	5,834	5,834	-	**81,185**	71,000	(10,185)
		6,367	8,136	7,225	7,225	7,208	7,208	7,014	7,014	6,286	5,834	5,834	5,834	-	**81,185**	**71,000**	**(10,185)**
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	15,456	15,456
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**15,456**	**15,456**
Total Expenses		**397,455**	**612,415**	**600,041**	**722,607**	**632,396**	**653,257**	**712,840**	**535,630**	**637,477**	**650,746**	**698,002**	**658,316**	**128,259**	**7,639,442**	**8,052,547**	**413,106**
Monthly Surplus (Deficit)		**(376,578)**	**(55,636)**	**(218,647)**	**(145,392)**	**(217,947)**	**138,001**	**167,619**	**(101,947)**	**39,982**	**371,356**	**(151,267)**	**157,471**	**196,312**	**(196,674)**	**204,982**	**(401,656)**

TEACH Tech Charter High

Monthly Cash Flow/Forecast FY25-26

Revised 08/20/2026

Actuals Through: 4/30/2026

ADA = 317.78

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(376,578)	(55,636)	(218,647)	(145,392)	(217,947)	138,001	167,619	(101,947)	39,982	371,356	(151,267)	157,471	196,312	**(196,674)**		
Cash flows from operating activities																
Depreciation/Amortization	6,367	8,136	7,225	7,225	7,208	7,208	7,014	7,014	6,286	5,834	5,834	5,834	-	**81,185**		
Public Funding Receivables	489,546	73,081	-	31,130	-	31,257	-	-	49,847	-	-	(260,421)	(324,571)	**89,870**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Receivable - Other ARO	12,340	3,355	-	-	-	-	-	-	-	-	-	-	-	**15,695**		
Due To/From Related Parties	50,101	145,883	145,431	98,376	156,922	142,911	167,985	134,399	(540,749)	166,452	8,668	20,719	-	**697,099**		
Prepaid Expenses	83,771	(2,686)	(1,137)	1,137	(7,743)	-	(88)	(21,477)	355	-	19,820	-	-	**71,951**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(76,766)	(73,965)	-	40	7,669	910	(1,150)	-	2,619	(3,530)	-	160,350	128,259	**144,435**		
Accrued Expenses	9,413	(5,102)	-	5,226	(789)	(49,111)	(1)	-	-	(1,951)	-	8,253	-	**(34,063)**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	(3,120)	82,741	50,929	(13,022)	6,561	31,964	6,571	6,762	21,287	-	**190,673**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	(3,360)	(34,680)	(3,126)	-	-	-	-	-	-	-	-	-	-	**(41,166)**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	194,833	58,387	(70,253)	(5,378)	28,060	322,106	328,358	24,549	(409,697)	544,732	(110,183)	113,493				
Cash, Beginning of Month	6,132,076	6,326,909	6,385,296	6,315,043	6,309,665	6,337,725	6,659,831	6,988,189	7,012,738	6,603,041	7,147,773	7,037,590				
Cash, End of Month	**6,326,909**	**6,385,296**	**6,315,043**	**6,309,665**	**6,337,725**	**6,659,831**	**6,988,189**	**7,012,738**	**6,603,041**	**7,147,773**	**7,037,590**	**7,151,082**				

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY25-26

Revised 08/25/2026

Actuals Through: 4/30/2026

ADA = 223.82

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																**ADA =**	**238.48**
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	134,817	134,817	242,671	242,671	242,671	242,671	242,671	221,384	221,384	221,384	396,106	-	**2,543,247**	2,732,473	(189,226)
8012	Education Protection Account	-	-	-	11,687	-	-	11,687	-	-	10,547	-	10,843	-	**44,764**	47,696	(2,932)
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	828	828	(3,313)	1,657	4,210	**4,210**	-	4,210
8096	In Lieu of Property Taxes	-	59,175	118,350	78,900	78,900	78,900	78,900	78,900	138,075	68,026	68,948	148,524	-	**995,598**	992,031	3,567
		-	193,992	253,167	333,258	321,571	321,571	333,258	321,571	360,287	300,785	287,019	557,130	4,210	**3,587,819**	**3,772,200**	**(184,381)**
Federal Revenue																	
8181	Special Education - Entitlement	-	3,616	7,232	4,821	4,821	4,821	4,821	4,821	8,437	3,713	4,174	6,719	2,633	**60,629**	124,460	(63,831)
8220	Federal Child Nutrition	-	-	-	-	3,390	26,379	29,669	29,991	19,391	21,226	-	-	156,705	**286,750**	180,574	106,176
8290	Title I, Part A - Basic Low Income	-	-	-	30,870	-	37,831	-	-	-	35,213	-	24,672	-	**128,586**	105,425	23,161
8291	Title II, Part A - Teacher Quality	-	-	-	3,346	-	-	-	-	-	-	-	39	10,155	**13,540**	10,573	2,967
8293	Title III - Limited English	-	-	-	419	-	-	-	-	-	-	-	-	1,255	**1,674**	0	1,674
8296	Other Federal Revenue	-	-	-	-	2,500	-	-	-	-	-	-	-	7,500	**10,000**	10,000	-
8299	Prior Year Federal Revenue	-	-	-	(10,647)	-	-	-	-	-	-	-	10	-	**(10,637)**	-	(10,637)
		-	3,616	7,232	28,809	10,711	69,031	34,490	34,812	27,828	60,152	4,174	31,440	178,248	**490,542**	**431,032**	**59,510**
Other State Revenue																	
8311	State Special Education	-	13,016	26,033	17,355	17,355	17,355	17,355	17,355	30,372	16,476	15,300	27,614	(1,889)	**213,697**	242,773	(29,076)
8520	Child Nutrition	-	-	-	-	886	6,345	14,145	-	4,680	4,998	-	-	38,399	**69,454**	17,092	52,362
8545	School Facilities (SB740)	-	-	-	-	-	-	-	167,825	-	-	-	-	139,266	**307,091**	324,053	(16,961)
8550	Mandated Cost	-	-	-	-	-	4,796	-	-	-	-	-	-	-	**4,796**	4,825	(29)
8560	State Lottery	-	-	-	-	-	-	19,233	-	-	20,019	-	26,927	-	**66,179**	65,105	1,074
8598	Prior Year Revenue	-	-	-	-	-	(680)	(1,436)	-	(10,070)	-	-	922	-	**(11,264)**	-	(11,264)
8599	Other State Revenue	4,363	3,805	3,805	148,817	2,784	1,785	183,198	1,785	1,655	1,655	1,655	3,230	643,771	**1,002,307**	1,129,158	(126,851)
		4,363	16,821	29,838	166,172	21,025	29,601	232,494	186,965	26,637	43,149	16,955	58,693	819,547	**1,652,260**	**1,783,005**	**(130,745)**
Other Local Revenue																	
8660	Interest Revenue	15,053	15,511	16,005	15,683	14,411	14,214	14,902	14,047	13,446	13,288	13,786	630	-	**160,974**	125,000	35,974
8690	Other Local Revenue	-	-	1,500	-	-	-	-	-	-	-	-	-	-	**1,500**	-	1,500
		15,053	15,511	17,505	15,683	14,411	14,214	14,902	14,047	13,446	13,288	13,786	630	-	**162,474**	**125,000**	**37,474**
Total Revenue		**19,416**	**229,940**	**307,742**	**543,921**	**367,718**	**434,417**	**615,144**	**557,395**	**428,198**	**417,373**	**321,934**	**647,893**	**1,002,005**	**5,893,095**	**6,111,237**	**(218,143)**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	11,797	80,698	74,158	133,161	101,012	87,582	88,284	87,975	88,221	88,036	88,232	87,821	-	**1,016,978**	927,193	(89,785)
1175	Teachers' Extra Duty/Stipends	-	-	-	8,559	14,780	-	-	-	-	-	-	-	-	**23,339**	-	(23,339)
1200	Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	100,000	100,000
1300	Administrators' Salaries	20,739	20,739	20,739	20,739	20,739	20,739	20,739	20,739	20,739	20,739	20,739	20,739	-	**248,863**	248,936	73
1900	Other Certificated Salaries	-	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	-	**82,500**	-	(82,500)
		32,536	108,937	102,397	169,959	144,031	115,821	116,523	116,214	116,460	116,274	116,471	116,059	-	**1,371,680**	**1,276,129**	**(95,551)**
Classified Salaries																	
2100	Instructional Salaries	5,527	22,088	29,152	34,864	32,457	27,289	24,132	39,982	30,531	26,673	30,114	24,767	-	**327,574**	286,293	(41,281)
2200	Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
2400	Clerical and Office Staff Salaries	9,522	10,257	10,416	10,822	12,311	9,218	8,353	10,376	10,017	9,591	10,097	9,937	-	**120,918**	123,774	2,856
2900	Other Classified Salaries	10,171	11,341	11,595	12,346	13,319	10,191	9,775	11,474	10,750	11,094	11,185	10,205	-	**133,443**	71,701	(61,742)
		25,219	43,685	51,163	58,033	58,086	46,698	42,260	61,832	51,298	47,357	51,395	44,909	-	**581,936**	**481,769**	**(100,167)**
Benefits																	
3101	STRS	6,214	20,807	17,429	29,838	22,018	22,122	22,256	22,197	22,244	22,208	22,246	22,167	-	**251,746**	243,741	(8,006)
3301	OASDI	1,556	2,701	3,164	3,590	3,593	2,887	2,612	3,826	3,172	2,928	3,179	2,776	-	**35,984**	34,197	(1,787)
3311	Medicare	836	2,209	2,222	3,302	2,926	2,349	2,294	2,574	2,424	2,365	2,426	2,326	-	**28,252**	26,502	(1,751)
3401	Health and Welfare	20,990	1,513	1,708	28,815	67,170	26,455	20,323	21,901	34,228	24,557	25,692	(345)	-	**273,008**	192,000	(81,008)
3501	State Unemployment	-	523	30	103	91	62	7,496	2,052	1,170	408	182	10	-	**12,126**	15,190	3,064
3601	Workers' Compensation	4,334	1,445	1,445	3,892	1,445	1,445	1,445	1,445	1,445	1,445	-	-	-	**19,783**	25,588	5,805
3901	Other Benefits	1,122	1,872	1,801	2,427	1,968	1,975	(4,229)	1,979	1,978	2,166	2,166	2,163	-	**17,388**	-	(17,388)
		35,051	31,069	27,799	71,966	99,211	57,295	52,197	55,973	66,662	56,078	55,890	29,096	-	**638,287**	**537,217**	**(101,070)**

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY25-26

Revised 08/25/2026

Actuals Through: 4/30/2026

ADA = 223.82

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Curricula	76,473	10,357	5,383	-	260	-	-	-	-	-	-	-	-	**92,473**	70,600	(21,873)
4302	School Supplies	7,745	7,032	5,968	419	336	866	2,046	2,764	-	1,975	1,317	870	-	**31,338**	24,700	(6,638)
4305	Software	31,701	7,073	23,891	2,038	8,320	3,073	6,402	4,261	-	417	-	-	-	**87,177**	123,400	36,223
4310	Office Expense	5,892	2,718	886	3,409	1,687	1,818	1,018	5,568	2,315	3,103	1,080	7,043	-	**36,537**	76,300	39,763
4311	Business Meals	-	-	-	-	91	218	131	-	-	427	-	-	-	**867**	1,500	633
4400	Noncapitalized Equipment	35,757	355	-	590	5,201	1,250	-	1,984	-	673	-	230	-	**46,041**	23,200	(22,841)
4700	Food Services	-	4,817	29,497	37,844	40,266	-	53,345	25,400	36,309	36,755	35,759	52,290	-	**352,282**	197,666	(154,616)
		157,568	32,352	65,626	44,300	56,162	7,226	62,942	39,977	38,624	43,351	38,156	60,433	-	**646,715**	**517,366**	**(129,349)**
Subagreement Services																	
5102	Special Education	-	3,536	560	67,126	-	49,025	61,302	-	28,871	-	54,193	98,394	-	**363,006**	400,100	37,094
5103	Substitute Teacher	-	2,692	6,289	23,225	11,860	3,292	7,288	12,802	23,435	10,615	28,139	20,170	-	**149,806**	68,100	(81,706)
5104	Transportation	-	-	-	-	2,000	-	-	-	-	-	-	-	-	**2,000**	195,800	193,800
5105	Security	1,196	598	2,051	12,525	2,521	4,371	7,630	2,905	6,556	2,774	10,665	-	-	**53,791**	43,700	(10,091)
5106	Other Educational Consultants	-	-	-	-	19,629	23,162	12,499	30,981	15,352	-	22,078	18,226	-	**141,928**	451,213	309,285
		1,196	6,825	8,900	102,876	36,010	79,850	88,719	46,688	74,214	13,389	115,075	136,790	-	**710,531**	**1,158,913**	**448,382**
Operations and Housekeeping																	
5201	Auto and Travel	-	-	-	-	-	-	-	-	-	-	-	277	-	**277**	600	323
5300	Dues & Memberships	-	6,933	-	285	-	-	-	-	-	-	-	-	-	**7,218**	9,900	2,682
5400	Insurance	14,862	4,954	4,954	4,954	4,954	4,954	4,954	4,954	4,954	4,954	-	-	-	**59,449**	59,100	(349)
5501	Utilities	-	-	-	-	-	-	-	-	-	-	5,893	3,344	-	**9,236**	-	(9,236)
5502	Janitorial Services	-	14,319	2,761	13,204	2,456	5,203	7,362	4,255	4,269	5,838	11,263	1,193	-	**72,124**	84,400	12,276
5900	Communications	4,191	-	9	1,808	8,955	7	8,053	556	554	7	1,459	2	-	**25,602**	16,600	(9,002)
5901	Postage and Shipping	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	7,200	7,200
		19,054	26,206	7,724	20,251	16,365	10,164	20,369	9,765	9,777	10,799	18,615	4,816	-	**173,905**	**177,800**	**3,895**
Facilities, Repairs and Other Leases																	
5601	Rent	46,490	46,490	46,490	46,488	45,893	45,893	45,892	45,892	45,892	45,892	45,892	10,843	119,256	**637,300**	637,300	-
5603	Equipment Leases	2,055	1,149	452	2,205	308	1,483	1,937	2,698	2,474	2,068	704	6,153	-	**23,684**	18,800	(4,884)
5610	Repairs and Maintenance	-	1,203	538	538	1,203	4,498	4,611	1,545	10,568	1,290	5,387	5,469	-	**36,851**	55,600	18,749
		48,545	48,842	47,480	49,231	47,404	51,873	52,439	50,135	58,933	49,250	51,982	22,465	119,256	**697,835**	**711,700**	**13,866**
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	2,433	-	-	-	-	-	-	-	**2,433**	-	(2,433)
5802	Audit & Taxes	-	5,010	51,604	-	1,400	-	11,191	-	-	254	-	3,287	-	**72,745**	15,300	(57,445)
5803	Legal	-	474	26	-	-	5,837	-	-	1,044	3,692	-	-	-	**11,073**	3,900	(7,173)
5804	Professional Development	-	-	-	-	-	800	-	-	(1,573)	-	3,073	1,500	-	**3,800**	15,100	11,300
5805	General Consulting	-	667	833	1,500	-	1,000	1,000	1,367	-	1,300	675	3,988	-	**12,329**	23,300	10,971
5806	Special Activities/Field Trips	3,099	-	-	12,799	-	3,200	6,949	6,790	7,020	5,224	7,847	4,912	-	**57,840**	11,100	(46,740)
5807	Bank Charges	68	68	68	68	68	68	68	68	68	68	69	69	-	**818**	1,300	482
5808	Printing	-	9,335	-	-	-	-	9,498	-	-	-	1,811	1,098	-	**21,741**	38,200	16,459
5809	Other taxes and fees	28	930	-	7	1,955	-	119	2,714	189	169	80	355	-	**6,546**	8,800	2,254
5810	Payroll Service Fee	851	851	851	851	851	851	851	792	792	792	792	792	-	**9,914**	7,700	(2,214)
5811	Management Fee	10,000	26,803	34,132	44,766	51,700	46,231	63,271	57,849	45,576	44,625	34,270	4,897	191,665	**655,784**	695,861	40,077
5812	District Oversight Fee	-	2,165	4,329	2,886	2,886	2,886	2,886	2,886	5,051	2,624	2,534	4,703	-	**35,836**	37,722	1,886
5813	County Fees	-	-	-	-	1,877	-	-	1,832	-	-	1,858	-	-	**5,566**	4,300	(1,266)
5814	SPED Encroachment	-	12,604	25,207	16,805	16,805	16,805	16,805	16,805	29,409	26,064	15,711	28,893	-	**221,913**	169,113	(52,800)
5815	Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	11,800	11,800
		14,045	58,906	117,051	79,680	77,541	80,110	112,638	91,102	87,576	84,813	68,719	54,493	191,665	**1,118,339**	**1,043,496**	**(74,842)**
Depreciation																	
6900	Depreciation Expense	4,075	4,984	4,522	4,260	4,311	4,315	3,880	3,880	3,759	3,563	3,563	3,563	-	**48,677**	52,500	3,823
		4,075	4,984	4,522	4,260	4,311	4,315	3,880	3,880	3,759	3,563	3,563	3,563	-	**48,677**	**52,500**	**3,823**
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	15,456	15,456
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**15,456**	**15,456**
Total Expenses		**337,289**	**361,807**	**432,661**	**600,554**	**539,123**	**453,352**	**551,967**	**475,565**	**507,302**	**424,874**	**519,866**	**472,624**	**310,921**	**5,987,905**	**5,972,346**	**(15,559)**
Monthly Surplus (Deficit)		**(317,873)**	**(131,867)**	**(124,919)**	**(56,633)**	**(171,405)**	**(18,935)**	**63,176**	**81,830**	**(79,104)**	**(7,500)**	**(197,933)**	**175,269**	**691,083**	**(94,810)**	**138,891**	**(233,701)**

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY25-26

Revised 08/25/2026

Actuals Through: 4/30/2026

ADA = 223.82

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(317,873)	(131,867)	(124,919)	(56,633)	(171,405)	(18,935)	63,176	81,830	(79,104)	(7,500)	(197,933)	175,269	691,083	**(94,810)**		
Cash flows from operating activities																
Depreciation/Amortization	4,075	4,984	4,522	4,260	4,311	4,315	3,880	3,880	3,759	3,563	3,563	3,563	-	**48,677**		
Public Funding Receivables	196,266	171,917	-	54,862	70,036	1,201	-	-	56,206	-	-	(317,516)	(1,002,005)	**(769,033)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Receivable - Other ARO	718	-	4,819	-	-	-	-	-	-	-	-	-	-	**5,537**		
Due To/From Related Parties	47,078	19,717	99,028	155,326	163,360	66,215	119,683	104,402	(867,040)	74,983	79,928	4,236	-	**66,915**		
Prepaid Expenses	30,212	(1,139)	(1,137)	1,137	(4,205)	-	(88)	(20,477)	-	446	18,727	-	-	**23,477**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	16,095	(189,105)	-	8,303	(8,303)	-	-	-	1,765	(1,765)	-	111,819	310,921	**249,731**		
Accrued Expenses	29,156	(17,568)	(11,528)	1,011	(13,663)	(35,981)	(1)	-	-	(491)	-	(8,945)	-	**(58,009)**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	57,461	31,529	31,529	(85,217)	131,961	86,552	(119,598)	66,887	80,118	199,174	61,823	62,699	-	**604,919**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	(4,675)	(17,340)	(4,675)	(2,500)	(3,090)	(1,320)	-	-	-	-	-	-	-	**(33,600)**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	58,513	(128,871)	(2,360)	80,549	169,003	102,046	67,053	236,523	(804,296)	268,410	(33,892)	31,125				
Cash, Beginning of Month	5,105,558	5,164,071	5,035,200	5,032,840	5,113,389	5,282,392	5,384,438	5,451,491	5,688,014	4,883,718	5,152,128	5,118,236				
Cash, End of Month	**5,164,071**	**5,035,200**	**5,032,840**	**5,113,389**	**5,282,392**	**5,384,438**	**5,451,491**	**5,688,014**	**4,883,718**	**5,152,128**	**5,118,236**	**5,149,361**				

TEACH Public Schools

Monthly Cash Flow/Forecast FY25-26

Revised 06/18/2026

Actuals Through: 6/30/2026

ADA = 0.00

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																**ADA = 0.00**	
Other Local Revenue																	
8660	Interest Revenue	1,173	2,107	5,657	5,550	5,036	3,750	3,541	3,316	5,402	4,298	5,894	16,012	-	**61,737**	12,000	49,737
8689	Other Fees and Contracts	6,265	130,893	100,338	181,323	109,926	191,917	243,833	156,403	161,860	224,810	119,453	-	467,102	**2,094,123**	2,236,177	(142,054)
8690	Other Local Revenue	-	-	-	-	-	-	-	30	-	-	-	-	-	**30**	-	30
		7,439	133,000	105,995	186,873	114,962	195,668	247,374	159,749	167,263	229,107	125,347	16,012	467,102	**2,155,890**	**2,248,177**	**(92,287)**
Total Revenue		**7,439**	**133,000**	**105,995**	**186,873**	**114,962**	**195,668**	**247,374**	**159,749**	**167,263**	**229,107**	**125,347**	**16,013**	**467,103**	**2,155,890**	**2,248,177**	**(92,287)**

TEACH Public Schools

Monthly Cash Flow/Forecast FY25-26

Revised 06/18/2026

Actuals Through: 6/30/2026

ADA = 0.00

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Expenses																	
Certificated Salaries																	
1175	Teachers' Extra Duty/Stipends	-	-	-	-	11,239	-	-	-	-	-	-	-	-	**11,239**	-	(11,239)
1300	Administrators' Salaries	45,371	37,663	37,663	37,663	53,506	37,663	42,538	37,663	37,663	37,663	37,663	59,842	-	**502,561**	549,002	46,441
		45,371	37,663	37,663	37,663	64,745	37,663	42,538	37,663	37,663	37,663	37,663	59,842	-	**513,800**	**549,002**	**35,202**
Classified Salaries																	
2200	Support Salaries	4,347	8,694	8,694	8,694	15,147	8,694	8,694	8,694	8,694	8,694	8,694	14,076	(111,812)	**0**	-	(0)
2300	Classified Administrators' Salaries	29,235	29,235	29,235	29,235	47,545	29,235	34,110	29,235	29,235	29,235	29,235	42,674	-	**387,441**	542,778	155,336
2400	Clerical and Office Staff Salaries	9,136	11,498	9,136	9,136	15,318	9,136	9,136	4,568	9,136	9,136	9,136	13,996	-	**118,468**	114,936	(3,531)
2900	Other Classified Salaries	-	15,417	15,417	15,417	23,006	15,417	15,417	15,417	15,417	15,417	15,417	19,567	-	**181,322**	-	(181,322)
		42,717	64,843	62,481	62,481	101,015	62,481	67,356	57,913	62,481	62,481	62,481	90,313	(111,812)	**687,232**	**657,714**	**(29,518)**
Benefits																	
3101	STRS	8,628	7,155	5,432	7,155	9,302	7,155	7,155	7,155	7,155	7,155	7,158	7,155	-	**87,763**	104,859	17,096
3301	OASDI	2,599	3,967	3,820	3,820	4,913	2,838	4,154	3,571	3,852	3,852	3,852	5,577	-	**46,815**	40,778	(6,037)
3311	Medicare	1,258	1,467	1,432	1,432	2,384	1,441	1,582	1,375	1,441	1,441	1,441	2,166	-	**18,861**	17,497	(1,363)
3401	Health and Welfare	8,561	1,276	1,101	5,986	16,604	7,704	6,248	8,707	10,226	8,537	8,638	24,427	-	**108,014**	135,000	26,986
3501	State Unemployment	42	176	84	83	54	41	2,033	476	395	(205)	88	61	-	**3,328**	4,375	1,047
3601	Workers' Compensation	3,510	1,170	1,170	2,631	1,170	1,170	1,170	1,170	1,170	1,170	-	-	-	**15,500**	16,894	1,394
3901	Other Benefits	3,323	3,432	3,432	3,432	3,432	3,432	3,432	3,318	3,432	3,432	3,432	3,432	-	**40,963**	60,336	19,373
		27,921	18,643	16,471	24,540	37,859	23,781	25,775	25,773	27,671	25,382	24,609	42,819	-	**321,244**	**379,740**	**58,497**
Books and Supplies																	
4100	Textbooks and Core Curricula	-	-	-	-	-	-	-	-	-	-	-	12,562	-	**12,562**	-	(12,562)
4302	School Supplies	-	-	-	-	-	-	-	-	-	-	1,178	-	-	**1,178**	1,000	(178)
4305	Software	-	-	940	-	-	302	284	58,826	6,936	564	(2,296)	345	-	**65,903**	4,000	(61,903)
4310	Office Expense	734	1,398	-	1,107	17	1,552	-	709	4,168	3,745	2,974	702	-	**17,104**	61,900	44,796
4311	Business Meals	61	180	91	1,184	137	46	60	1,006	-	184	-	689	-	**3,637**	8,700	5,063
4400	Noncapitalized Equipment	455	2,124	-	3,060	-	268	3,036	1,224	992	-	-	-	-	**11,159**	5,700	(5,459)
		1,250	3,702	1,032	5,350	154	2,168	3,379	61,765	12,096	4,493	1,856	14,299	-	**111,543**	**81,300**	**(30,243)**
Subagreement Services																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Operations and Housekeeping																	
5201	Auto and Travel	508	2,519	71	5,382	-	232	1,748	713	2,578	7,442	-	11,157	-	**32,350**	44,100	11,750
5400	Insurance	-	-	-	-	-	-	-	-	579	1,274	-	-	-	**1,852**	100	(1,752)
5501	Utilities	1,134	1,247	1,241	1,397	1,249	1,670	1,661	1,876	2,496	-	-	-	-	**13,971**	13,000	(971)
5502	Janitorial Services	-	-	-	-	-	-	-	-	13,419	-	-	-	-	**13,419**	-	(13,419)
5900	Communications	1,799	1,641	1,674	1,653	1,651	-	3,500	-	3,390	2,581	1,463	1,962	-	**21,315**	22,500	1,185
5901	Postage and Shipping	-	11	-	-	1,000	-	656	21	21	21	521	21	-	**2,272**	5,600	3,328
		3,441	5,418	2,985	8,433	3,900	1,902	7,565	2,610	22,484	11,317	1,984	13,140	-	**85,179**	**85,300**	**121**
Facilities, Repairs and Other Leases																	
5603	Equipment Leases	-	-	-	-	-	149	-	39	1,160	82	-	56	-	**1,485**	500	(985)
5610	Repairs and Maintenance	-	-	-	-	-	-	-	649	149	-	-	-	-	**798**	400	(398)
		-	-	-	-	-	149	-	687	1,309	82	-	56	-	**2,283**	**900**	**(1,383)**
Professional/Consulting Services																	
5802	Audit & Taxes	-	-	-	-	-	-	3,675	761	4,988	-	578	-	-	**10,001**	-	(10,001)
5803	Legal	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	4,600	4,600
5804	Professional Development	-	-	-	3,001	4,794	525	700	-	(2,452)	6,200	-	1,500	-	**14,268**	24,900	10,632
5805	General Consulting	-	-	-	-	-	-	-	-	7,000	959	-	-	-	**7,959**	4,600	(3,359)
5806	Special Activities/Field Trips	-	-	-	-	-	-	-	-	-	14,346	7,950	-	-	**22,296**	100	(22,196)
5807	Bank Charges	125	125	125	125	130	130	382	382	442	382	402	382	-	**3,132**	1,900	(1,232)
5808	Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	3,300	3,300
5809	Other taxes and fees	1,836	-	486	-	-	-	22	1,416	744	912	829	4	-	**6,249**	300	(5,949)
5811	Management Fee	-	-	-	-	-	-	-	-	-	-	-	0	-	**0**	0	0
5814	SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	0	0	**0**	0	-
5815	Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	1,500	1,500
		1,961	125	611	3,126	4,924	655	4,779	2,559	10,721	22,799	9,758	1,886	0	**63,905**	**41,200**	**(22,705)**
Depreciation																	
6900	Depreciation Expense	2,826	2,865	2,884	2,911	2,911	4,709	3,111	3,111	3,182	3,182	3,182	3,182	-	**38,054**	41,700	3,646
		2,826	2,865	2,884	2,911	2,911	4,709	3,111	3,111	3,182	3,182	3,182	3,182	-	**38,054**	**41,700**	**3,646**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Expenses		**125,487**	**133,259**	**124,126**	**144,503**	**215,508**	**133,509**	**154,503**	**192,081**	**177,607**	**167,399**	**141,533**	**225,537**	**(111,812)**	**1,823,240**	**1,836,856**	**13,616**
Monthly Surplus (Deficit)		**(118,048)**	**(259)**	**(18,131)**	**42,369**	**(100,545)**	**62,159**	**92,871**	**(32,332)**	**(10,345)**	**61,708**	**(16,186)**	**(209,525)**	**578,915**	**332,650**	**411,321**	**(78,671)**

TEACH Public Schools

Monthly Cash Flow/Forecast FY25-26

Revised 06/18/2026

Actuals Through: 6/30/2026

ADA = 0.00

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(118,048)	(259)	(18,131)	42,369	(100,545)	62,159	92,871	(32,332)	(10,345)	61,708	(16,186)	(209,525)	578,915	**332,652**		
Cash flows from operating activities																
Depreciation/Amortization	2,826	2,865	2,884	2,911	2,911	4,709	3,111	3,111	3,182	3,182	3,182	3,182	-	**38,054**		
Public Funding Receivables	-	-	-	-	-	-	-	-	-	-	-	-	(467,103)	**(467,103)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	116,957	110,269	(64,336)	(197,013)	(329,890)	25,003	(276,392)	(174,197)	563,424	(188,433)	89,052	322,861	-	**(2,695)**		
Prepaid Expenses	7,247	-	-	(228,577)	59,504	62,470	37,746	60,428	(6,092)	-	5,582	-	-	**(1,692)**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	62	(1,189)	-	-	-	-	-	-	-	-	-	18,594	(111,812)	**(94,345)**		
Accrued Expenses	(94,332)	32,254	1,174,609	73,856	234,106	(265,978)	142,175	2,417	(9)	(4,230)	(11,339)	(177,164)	-	**1,106,365**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	(3,465)	-	(1,645)	-	-	-	-	(4,272)	-	-	-	-	**(9,382)**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	(85,288)	140,475	1,095,026	(308,099)	(133,915)	(111,637)	(489)	(140,574)	545,889	(127,773)	70,291	(42,052)				
Cash, Beginning of Month	1,465,898	1,380,610	1,521,085	2,616,110	2,308,011	2,174,097	2,062,460	2,061,970	1,921,397	2,467,285	2,339,512	2,409,804				
Cash, End of Month	**1,380,610**	**1,521,085**	**2,616,110**	**2,308,011**	**2,174,097**	**2,062,460**	**2,061,970**	**1,921,397**	**2,467,285**	**2,339,512**	**2,409,804**	**2,367,752**				

C & M LLC

Statement of Activities

For the period ended June 30, 2026

	Current Year Actual
Revenues	
Other Local Revenue	
Lease and Rental Income	$ 789,643
Interest Revenue	39,551
Net Increase (Decrease) in the Fair Value of Investments	(2,269)
Unrealized Gain/Loss on FMV of Investments	-
Total Other Local Revenue	826,925
Total Revenues	**$ 826,925**
Expenses	
Operations & Housekeeping	
Bond Amortization Expense	$ 7,830
Total Operations & Housekeeping	7,830
Professional/Consulting Services	
General Consulting	(3,859)
Bank Charges	12
Other Taxes and Fees	6,735
Total Professional/Consulting Services	2,887
Depreciation	
Depreciation Expense	326,655
Total Depreciation	326,655
Interest	
Interest Expense	625,232
Total Interest	625,232
Total Expenses	**$ 962,604**
Change in Net Assets	**(135,680)**
Net Assets, Beginning of Period	(1,422,771)
Net Assets, End of Period	**$ (1,558,451)**

Wooten Avila

Statement of Activities

For the period ended June 30, 2026

	Current Year Actual
Revenues	
Other Local Revenue	
Lease and Rental Income	$ 1,190,672
Interest Revenue	90,832
Net Increase (Decrease) in the Fair Value of Investments	(6,864)
Unrealized Gain/Loss on FMV of Investments	-
Total Other Local Revenue	1,274,640
Total Revenues	**$ 1,274,640**
Expenses	
Operations & Housekeeping	
Bond Amortization Expense	$ 11,553
Total Operations & Housekeeping	11,553
Professional/Consulting Services	
General Consulting	3,000
Bank Charges	12
Other Taxes and Fees	8,224
Total Professional/Consulting Services	11,236
Depreciation	
Depreciation Expense	760,712
Total Depreciation	760,712
Interest	
Interest Expense	939,149
Total Interest	939,149
Total Expenses	**$ 1,722,649**
Change in Net Assets	**(448,009)**
Net Assets, Beginning of Period	(2,512,972)
Net Assets, End of Period	**$ (2,960,981)**

TEACH Foundation, Inc

Statement of Activities

For the period ended June 30, 2026

	Current Year Actual
Revenues	
Total Revenues	**$ -**
Expenses	
Total Expenses	**$ -**
Net Assets, Beginning of Period	2,337
Net Assets, End of Period	**$ 2,337**

TEACH, Inc.

Statement of Financial Position
June 30, 2026

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila LLC	TEACH Foundation Inc.	Elimiminations	Combined
Assets									
Current Assets									
Cash & Cash Equivalents	$ 5,700,299	$ 7,162,213	$ 5,156,301	$ 2,367,750	$ 32,568	$ 43,970	$ 0		$ 20,463,101
Accounts Receivable	600,683	334,731	129,831	6,429	3,323	0	2,337		1,077,334
Public Funding Receivables	551,290	340,912	352,570	0	0	0	0		1,244,773
Due To/From Related Parties	1,375,716	(296,945)	(194,238)	(476,543)	(828,989)	420,999	0		0
Prepaid Expenses	30,169	19,163	9,624	8,938	0	0	0		67,894
Total Current Assets	8,258,157	7,560,074	5,454,088	1,906,574	(793,098)	464,969	2,337		22,853,102
Long-term Assets									
Property & Equipment, Net	378,330	242,273	166,092	68,060	8,918,965	17,139,119	0		26,912,838
Right-Of-Use Asset, Net	17,385,282	15,103,812	11,370,035	0	0	0	0		43,859,129
Deposits	0	162,517	99,750	8,750	0	3,625	0	(141,967)	132,675
Deferred Lease Asset	0	0	0	0	169,184	(44,499)	0		124,686
Investments	0	0	0	0	805,604	968,128	0		1,773,731
Securities	0	0	0	0	860,643	1,796,918	0		2,657,561
Securities Premium	0	0	0	0	1,548	(1,115)	0		433
Total Long-term Assets	17,763,612	15,508,602	11,635,877	76,810	10,755,944	19,862,177	0	(141,967)	75,461,053
Total Assets	**$ 26,021,769**	**$ 23,068,676**	**$ 17,089,965**	**$ 1,983,384**	**$ 9,962,846**	**$ 20,327,146**	**$ 2,337**	**$ (141,967)**	**$ 98,314,155**
Liabilities									
Current Liabilities									
Accounts Payable	$ 163,029	$ 159,439	$ 111,819	$ 18,594	$ 0	$ 0	$ 0		$ 452,881
Accrued Liabilities	120,110	75,659	808,270	1,308,206	0	0	0		2,312,245
Interest Payable	0	0	0	0	336,472	447,708	0		784,180
Deferred Revenue	2,060,556	260,028	2,253,017	0	0	0	0		4,573,601
Other Short-term Liabilities	358,702	309,426	213,842	0	0	0	0		881,969
Total Current Liabilities	2,702,397	804,552	3,386,948	1,326,800	336,472	447,708	0	0	9,004,876
Long-term Liabilities									
Notes Payable, Net of Current Portion	0	0	0	0	0	141,967	0	(141,967)	0
Bonds Payable	0	0	0	0	11,565,000	21,490,000	0		33,055,000
Bond Issue Cost	0	0	0	0	(209,519)	(404,350)	0		(613,868)
Discount on Bonds	0	0	0	0	(170,657)	0	0		(170,658)
Premium on Bonds	0	0	0	0	0	1,612,802	0		1,612,802
Other Long-term Liabilities	17,175,858	14,784,854	11,174,096	0	0	0	0		43,134,809
Total Long-term Liabilities	17,175,858	14,784,854	11,174,096	0	11,184,824	22,840,419	0	(141,967)	77,018,085
Total Liabilities	**19,878,255**	**15,589,406**	**14,561,044**	**1,326,800**	**11,521,296**	**23,288,127**	**0**	**(141,967)**	**86,022,961**
Net Asset	**6,143,514**	**7,479,270**	**2,528,921**	**656,584**	**(1,558,450)**	**(2,960,981)**	**2,337**		**12,291,194**
Liabilities & Net Assets	**$ 26,021,769**	**$ 23,068,676**	**$ 17,089,965**	**$ 1,983,384**	**$ 9,962,846**	**$ 20,327,146**	**$ 2,337**	**$ (141,967)**	**$ 98,314,155**

TEACH, Inc.

Statement of Cash Flows
For the period ended June 30, 2026

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila LLC	All Locations
Cash Flows from Operating Activites							
Change in Net Assets	$ 294,689	$ 232,223	$ 257,177	$ (209,525)	$ (27,221)	$ (63,393)	$ 483,950
Adjustments							
Depreciation	7,475	5,834	3,563	3,182	27,221	63,393	110,668
(Increase) Decrease in Operating Assets							
Public Funding Receivables	(551,290)	(260,421)	(316,984)	0	0	0	(1,128,695)
Due from Related Parties	(199,905)	(49,475)	(73,481)	322,861	0	0	0
Prepaid Expenses	(1,227)	0	0	0	0	0	(1,227)
Increase (Decrease) in Operating Liabilities							
Accounts Payable	165,838	160,350	111,819	18,594	0	0	456,601
Accrued Expenses	37,358	14,826	(6,729)	(177,164)	0	0	(131,710)
Deferred Revenue	59,553	21,287	62,700	0	0	0	143,540
Total Cash Flows from Operating Activites	**(187,509)**	**124,624**	**38,065**	**(42,052)**	**0**	**0**	**(66,873)**
Change in Cash and Cash Equivalents	**(187,509)**	**124,624**	**38,065**	**(42,052)**	**0**	**0**	**(66,873)**
Cash & Cash Equivalents, Beginning of Period	**5,887,809**	**7,037,589**	**5,118,236**	**2,409,803**	**32,568**	**43,970**	**20,529,974**
Cash & Cash Equivalents, End of Period	**$ 5,700,299**	**$ 7,162,213**	**$ 5,156,301**	**$ 2,367,750**	**$ 32,568**	**$ 43,970**	**$ 20,463,101**

TEACH Academy of Technologies

Check register

For the period Ended June 30, 2026

Bank	Date	Payee	Document no.	Amount
9003-101-PWB x7843 - TAT	**Account no: 1001377843**			
	6/4/2026	AFTE000--After-School All-Stars, Los Angeles	64799	11,223.64
	6/4/2026	TEAC002--Teachers on Reserve	64800	423.78
	6/4/2026	THEE000--The Education Team	64801	827.50
	6/11/2026	FOTO000--Fotorama	64802	2,154.75
	6/11/2026	SEHI000--Sehi Computer Products, Inc.	64803	2,678.95
	6/11/2026	TEAC002--Teachers on Reserve	64804	1,301.61
	6/11/2026	ZOOM000--Zoom Video Communications, Inc.	64805	4.86
	6/18/2026	ATTX7853--AT&T	64806	61.35
	6/18/2026	BAYA1934--Bay Alarm Company	64807	1,227.11
	6/18/2026	CHAR2901--Charter Communications	64808	549.99
	6/18/2026	THEE000--The Education Team	64809	285.00
	6/4/2026	COMP000--Comprehensive Therapy Associates I	ACH	52,519.65
	6/4/2026	SCOO000--Scoot Education Inc.	ACH	7,350.00
	6/11/2026	AMAZ002--Amazon Capital Services	ACH	10,341.25
	6/11/2026	CHAR000--Charter Impact, LLC	ACH	10,677.89
	6/11/2026	ALEX000--Daniel Alexander	ACH	350.00
	6/11/2026	FCOC000--FCOC Transportation	ACH	4,320.00
	6/11/2026	MCGR000--McGraw Hill LLC	ACH	388.35
	6/11/2026	PACI009--Pacific Business Technologies North	ACH	4,963.40
	6/11/2026	SCOO000--Scoot Education Inc.	ACH	6,087.00
	6/18/2026	FCOC000--FCOC Transportation	ACH	1,920.00
	6/18/2026	SCOO000--Scoot Education Inc.	ACH	13,725.00
	6/18/2026	FRES000--Fresh Start Healthy Meals, Inc.	ACH	48,371.53
	6/2/2026	LINC000--The Lincoln National Life Insurance Cc	ACH	7,244.33
	6/9/2026	SOCA786--The Gas Company	ACH	17.51
	6/15/2026	LADW010--LADWP - 4653	ACH	4,230.42
	6/16/2026	LADW013--LADWP - 7514	ACH	70.70
	6/16/2026	LADW014--LADWP - 7788	ACH	281.12
	6/16/2026	LADW002--LADWP - 0000	ACH	435.01
	6/16/2026	LADW012--LADWP - 1536	ACH	2,639.19
	6/18/2026	SPEC3201--Spectrum X3201	ACH	549.99
	6/23/2026	REPU2066--Republic Services #902	ACH	1,337.55
	6/23/2026	REPU5991--Republic Services #902	ACH	1,250.91
Total for 9003-101-PWB x7843				**199,809.34**
9005-100-PWB x7850 - TPS	**Account no: 1001377850**			
	6/2/2026	VISI000--Vision Service Plan (CA)	ACH	308.33
Total for 9005-100-PWB x7850				**308.33**
9012-101-PWB x7835 - Imprest TAT	**Account no: 1001377835**			
	6/3/2026	SOCA3439--SoCalGas	ACH	15.88
	6/11/2026	FACI000--Facilitron Inc.	ACH	741.62
Total for 9012-101-PWB x7835				**757.50**

TEACH TECH High School

Check Register

For the period ended June 30, 2026

Bank	Date	Vendor	Document no.	Amount
9003-101-PWB x7843 - TAT	**Account no: 1001377843**			
	6/11/2026	CHAR000--Charter Impact, LLC	ACH	10,477.66
	6/18/2026	FCOC000--FCOC Transportation	ACH	1,920.00
	6/11/2026	FCOC000--FCOC Transportation	ACH	4,320.00
	6/11/2026	ZOOM000--Zoom Video Communications, Inc.	64805	4.86
Total for 9003-101-PWB x7843				**16,722.52**
9004-102-PWB x7868 - TTHS	**Account no: 1001377868**			
	6/11/2026	AMAZ002--Amazon Capital Services	ACH	2,593.61
	6/18/2026	BAYA2534--Bay Alarm Company	73297	1,063.36
	6/18/2026	CHAR3001--Charter Communications	ACH	50.05
	6/18/2026	CHAR3101--Charter Communications	ACH	549.99
	6/18/2026	CHAR9301--Charter Communications	73298	162.48
	6/11/2026	COLL002--College Board	73292	5,936.00
	6/4/2026	COMP000--Comprehensive Therapy Associates Ir	ACH	48,867.67
	6/11/2026	EMCO000--EMCOR Services Mesa Energy Systerr	73293	2,730.00
	6/4/2026	EMCO000--EMCOR Services Mesa Energy Systerr	73288	250.00
	6/4/2026	FOTO000--Fotorama	73289	2,395.64
	6/18/2026	FRES000--Fresh Start Healthy Meals, Inc.	ACH	32,181.13
	6/9/2026	GOLD7911--Golden State Water Company	ACH	1,023.35
	6/9/2026	GOLD4968--Golden State Water Company	ACH	38.13
	6/5/2026	GOLD7789--Golden State Water Company	ACH	434.94
	6/11/2026	ORKI000--Orkin	73294	315.17
	6/4/2026	ORKI000--Orkin	73290	269.99
	6/11/2026	PACI009--Pacific Business Technologies North	ACH	1,482.69
	6/4/2026	ROBE000--Robert's Custom Printing Services	ACH	1,231.88
	6/11/2026	RSWG000--RSW Group - Robe shop	73295	1,574.66
	6/18/2026	SCOO000--Scoot Education Inc.	ACH	6,398.00
	6/11/2026	SCOO000--Scoot Education Inc.	ACH	5,650.00
	6/4/2026	SCOO000--Scoot Education Inc.	ACH	6,794.00
	6/4/2026	SMIT002--Smith Garage Doors	ACH	625.00
	6/11/2026	TEAC002--Teachers on Reserve	73296	1,150.87
	6/4/2026	TEAC002--Teachers on Reserve	73291	792.47
	6/23/2026	WAST000--Waste Management	ACH	1,923.42
Total for 9004-102-PWB x7868				**126,484.50**
9005-100-PWB x7850 - TPS	**Account no: 1001377850**			
	6/2/2026	VISI000--Vision Service Plan (CA)	ACH	308.32
Total for 9005-100-PWB x7850				**308.32**
9012-101-PWB x7835 - Imprest TAT	**Account no: 1001377835**			
	6/30/2026	FACI000--Facilitron Inc.	Voided - ACH	-741.62
	6/11/2026	FACI000--Facilitron Inc.	ACH	741.62
Total for 9012-101-PWB x7835				**0.00**

Teach Prep M Cunningham & E Morris

Check Register

For the period Ending June 30, 2026

Bank	Date	Vendor	Document no.	Amount
9003-101-PWB x7843 - TAT	**Account no: 1001377843**			
	6/11/2026	CHAR000--Charter Impact, LLC	ACH	5,688.70
	6/18/2026	FCOC000--FCOC Transportation	ACH	960.00
	6/11/2026	FCOC000--FCOC Transportation	ACH	2,160.00
	6/11/2026	ZOOM000--Zoom Video Communications, Inc.	64805	2.45
Total for 9003-101-PWB x7843				**8,811.15**
9005-100-PWB x7850 - TPS	**Account no: 1001377850**			
	6/2/2026	VISI000--Vision Service Plan (CA)	ACH	308.32
Total for 9005-100-PWB x7850				**308.32**
9007-104-PWB x1471 - TES	**Account no: 1001881471**			
	6/4/2026	AFTE000--After-School All-Stars, Los Angeles	11487	12,744.79
	6/11/2026	AMAZ002--Amazon Capital Services	ACH	3,584.61
	6/11/2026	CALI001--California Science Center Foundation	11491	842.00
	6/4/2026	COMP000--Comprehensive Therapy Associates Inc	ACH	31,840.29
	6/18/2026	DELA4861--De Lage Landen Financial Services, Inc.	11494	320.65
	6/4/2026	DIAZ000--Diaz Locksmith	11488	159.00
	6/4/2026	EMCO000--EMCOR Services Mesa Energy Systems, I	11489	836.50
	6/18/2026	FRES000--Fresh Start Healthy Meals, Inc.	ACH	37,843.10
	6/15/2026	LADW011--LADWP - 4569	ACH	3,343.88
	6/11/2026	ORKI000--Orkin	11492	240.22
	6/11/2026	PACI009--Pacific Business Technologies North	ACH	1,826.68
	6/23/2026	REPU4453--Republic Services #902	ACH	1,193.17
	6/18/2026	SCOO000--Scoot Education Inc.	ACH	5,844.00
	6/11/2026	SCOO000--Scoot Education Inc.	ACH	3,570.00
	6/4/2026	SCOO000--Scoot Education Inc.	ACH	3,954.00
	6/18/2026	THEE000--The Education Team	11495	1,722.67
	6/11/2026	THEE000--The Education Team	11493	247.00
	6/4/2026	THEE000--The Education Team	11490	247.00
Total for 9007-104-PWB x1471				**110,359.56**
9024-104-PWB x1489 - Imprest TES	**Account no:**			
	6/15/2026	PUEN000--Cindy Puentes	1542	606.38
Total for 9024-104-PWB x1489				**606.38**

Teach Public Schools

Check register

For the period ended June 30, 2026

Bank	Date	Vendor	Document no.	Amount
9003-101-PWB x7843 - TAT	**Account no: 1001377843**			
	6/1/2026	CALP000--CALPERS	ACH	20,385.48
	6/1/2026	CALS000--CALSTRS	ACH	61,997.52
	6/30/2026	PLAN000--PlanConnect	ACH	13,590.36
	6/16/2026	PLAN000--PlanConnect	ACH	14,234.34
	6/2/2026	PLAN000--PlanConnect	ACH	13,902.59
Total for 9003-101-PWB x7843				**124,110.29**
9004-102-PWB x7868 - TTHS	**Account no: 1001377868**			
	6/1/2026	CALS000--CALSTRS	ACH	43,658.07
Total for 9004-102-PWB x7868				**43,658.07**
9005-100-PWB x7850 - TPS	**Account no: 1001377850**			
	6/11/2026	AMAZ002--Amazon Capital Services	ACH	83.21
	6/18/2026	CHAR2801--Charter Communications	81941	549.99
	6/16/2026	INOV000--Inova	ACH	35,116.52
	6/16/2026	INOV000--Inova	ACH	17,341.46
	6/12/2026	INOV000--Inova	ACH	64,188.78
	6/12/2026	INOV000--Inova	ACH	225,754.46
	6/11/2026	INOV000--Inova	ACH	254,050.59
	6/11/2026	INOV000--Inova	ACH	76,533.23
	6/18/2026	RIVE003--Karen Rivera	ACH	1,500.00
	6/18/2026	PIMI000--Maria Pimienta	81942	661.77
	6/15/2026	PACI002--Pacific Western Bank	ACH	382.00
	6/4/2026	STAP002--Staples	ACH	39.32
Total for 9005-100-PWB x7850				**676,201.33**
9007-104-PWB x1471 - TES	**Account no: 1001881471**			
	6/1/2026	CALS000--CALSTRS	ACH	34,155.47
Total for 9007-104-PWB x1471				**34,155.47**

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Set by Authorizer	**Unaudited Actual Reports** - Annual unaudited financial statements for the preceding year are due by date set by the charter authorizer (no later than September 15th).	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/sf/fr/csalternative.asp
FINANCE	Board approval before Sept 30	**Prop 28 Annual Report -** This annual report must be board approved, submitted to the CDE through the Arts and Music in Schools Portal, and posted to the LEA's website. The mandated information for this report includes: The number of full-time equivalent teachers, classified personnel, and teaching aides; The number of pupils served; The number of school sites providing arts education programs with AMS funds.	Charter Impact with TEACH support	Yes	No	https://www.cde.ca.gov/eo/in/prop28artsandmusicedfunding.asp
FINANCE	Sep-15	**Education Protection Account (EPA) Final Expenditures** - All charter schools are required to report on their websites an accounting of how much money was received from the EPA and how that money was spent. This is commonly approved by the school's Board following the Unaudited Actuals Report.	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/aa/pa/pafaq.asp
FINANCE	Sep-30	**Arts, Music, and Instructional Materials Digital Final Expenditure Report -** A final expenditure report needs to be submitted to CDE no later than September 30, 2026, or, for a charter school that closes before June 30, 2026, within 60 days of ceasing operations. CDE will initiate collection of any unexpended funds. Any LEA that does not submit a final expenditure report forfeits all funds that were allocated.	Charter Impact	No	No	https://www.cde.ca.gov/ci/cr/cf/artsmusicimblockgrant.asp
FINANCE	Sep-30	**ELO-P Expenditure Reporting -** Reporting due for 2024-25 grant final expenditures through June 30. 2026. CDE shall initiate collection of any unexpended funds.	Charter Impact	No	No	https://www2.cde.ca.gov/elop/
FINANCE	Sep-30	**The Educator Effectiveness Funds (EEF) Annual Report** - Annual report due each year on Sep 30th through 2026. Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the CDE.	Charter Impact with TEACH support	No	No	https://www2.cde.ca.gov/eefannual/
DATA TEAM	Oct-07	**California Basic Educational Data System (CBEDS) Information Day -** The first Wed in Oct is CBEDS Information Day, used to collect information on student and staff demographics. Schools must complete the School Information Form (SIF). The SIF is used to report the count of classified staff, kindergarten program type, educational calendars, work visa applications, multilingual instructional programs, and languages of instruction. Data is due to CDE on **November 20th.**	TEACH	No	No	http://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-07	**Title III English Learner Program Annual Online Report -** Title III English Learner (EL) Program subgrantees are required to report on the language instruction educational programs (LIEPs) and activities related to the teaching and learning of EL students. The online reporting system will be available to your LEA through October 7, 2026.	TEACH	No	No	https://www.cde.ca.gov/sp/ml/elannualonlinerpt.asp
FINANCE	Oct-15	**Comprehensive Support and Improvement (CSI) FInal Reporting (Subgrant End Date 9/30/26) -** 2024 Subgrant Final Expenditures Report and Subgrant Performance Report - Actual expenditures for each performance period within the grant period shall be reported to the California Department of Education (CDE) as part of regular grant management and administration.	Charter Impact with TEACH support	No	No	https://www.cde.ca.gov/sp/sw/t1/csileagrantrpt.asp
FINANCE	Oct-31	**LCAP Upload to the California School Dashboard** California Education Code Section 52065(c)(1) requires all LEAs upload their most recent Local Control and Accountability Plan (LCAP) to the California School Dashboard (Dashboard. The LCAP upload submission window will be open from October 13 through October 31, 2026. For further information regarding Dashboard Coordinators or the LCAP upload, please contact the Local Agency Systems Support Office by email at LCFF@cde.ca.gov.	TEACH	No	No	
DATA TEAM	Oct-31	**CBEDS-ORA -** Collection of FTE of classified staff, estimated teacher hires, Kindergarten program types, H-1B work visa application, education calendar, multilingual instructional programs, languages of instruction and district of choice transfer requests and transportation data**.**	TEACH	No	No	https://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-31	**Federal Cash Management - Period 2 -** Charter schools that are awarded a grant under any of these programs: **Title I, Title II, Title III and Title IV** must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	http://www.cde.ca.gov/fg/aa/cm/
FINANCE	Oct-31	**ASES -1st Quarter Expenditure Report -** The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade (K-9).	TEACH with After School Provider and Charter Impact Support	No	No	http://www.cde.ca.gov/ls/ba/as/
FINANCE	Oct-31	**Comprehensive Support and Improvement (CSI) Expenditure Reporting - 2025 Subgrant Report -** Actual expenditures for each performance period within the grant period shall be reported to the California Department of Education (CDE) as part of regular grant management and administration.	Charter Impact with TEACH support	No	No	https://www.cde.ca.gov/sp/sw/t1/csileagrantrpt.asp
FINANCE	Oct-31	**Collect National School Lunch Program (NSLP) applications** - Schools must collect or receive National School Lunch Program (NSLP) applications by October 31. Schools may process those applications after October 31, and if students are found to be eligible for free or reduced-price meals (FRPMs), those schools may update FRPM program records for eligible students with a start date before Census Day.	TEACH	No	No	https://www.cde.ca.gov/fg/aa/nt/index.asp?tabsection=1
DATA TEAM	Oct-31	**Complete 20-Day Attendance Report -** Charter schools in their first year of operation that begin instruction by September 30th, and continuing charter schools that are expanding by adding one or more grade levels, may apply for a special advance on their funding for LCFF State Aid and EPA State Aid. The special advance is based on actual ADA and pupil demographic data for the first 20 days of student instruction.	TEACH	No	Yes	https://www.cde.ca.gov/fg/aa/pa/csfunding.asp?tabsection=2
DATA TEAM	Oct-31	**Collect Alternative Income Forms from Families** Alternative income forms can be used in place of, or in conjunction with, federal meal applications to determine students whose household income meets FRPM eligibility levels. Determination is required to calculate UPC (Unduplicated Pupil Count) for Supplemental and Concentration funding, as well as other state grants.	TEACH	No	No	https://www.cde.ca.gov/fg/aa/pa/altincomeforms.asp
DATA TEAM	Nov-15	**Complete Nutrition Verification process (requirement of School Nutrition Program) -** Verification is the annual, mandatory process that confirms the eligibility of a sample of completed household meal eligibility applications in the National School Lunch and School Breakfast Programs. Each LEA must select and verify a sample of applications approved for free and reduced-price meal benefits. The required sample size of applications to be verified is based on the number of approved applications on file on October 1.	TEACH	No	Yes	https://www.cde.ca.gov/ls/nu/sn/verificationreport.asp

FINANCE	Nov-15	**Review and/or Update Non-Profit IRS Form 990 Policies - although not required, it is recommended to review these policies annually.** The IRS Form 990 is the annual information return filed by most non-profit charter schools. The IRS Form 990 includes a Governance, Management and Disclosure section. Charter Schools are required to disclose the following policies: Conflict of Interest Policy, Whistleblower Policy, Document Retention and Destruction Policy, Expense Reimbursement Policy, Gift Receiving Policy, and Compensation Approval Policy. A Form 990 must be filed by the 15th day of the 5th month after the close of the NPO's fiscal year. **Most schools extend this deadline to the following May 15th.**	TEACH	Yes	No	http://www.publiccounsel.org/useful_materials?id=0025
FINANCE	Nov-30	**Universal PreKindergarten (UPK) Planning and Implementation Grant Expenditure report #7** - Report 65 for resource code 6053 - Expenditure reports for the reporting period of November 1, 2025, to June 30, 2026. If your LEA or COE missed the reporting window for previous reports, or needs to submit a revision, please use the same link below to submit a separate report at this time. Charter schools that have informed the CDE of their intent to return these funds are not required to submit this report. If the LEA has spent all UPK P&I grant funds, they are not required to submit any further expenditure reports. Additional information: https://www.cde.ca.gov/ci/gs/em/upkpi.asp	Charter Impact with TEACH support	No	No	https://www.cde.ca.gov/ci/gs/em/kinderfaq.asp
FINANCE	Set by Authorizer (by Dec 15)	**1st Interim Financial Report -** Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report for the period ending October 31 is due by the date set by the charter authorizer (no later than December 15th).	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp

Coversheet

FY 2025–26 Education Protection Account (EPA) Expenditures – All School Sites

Section: III. Items for Potential Action
Item: E. FY 2025–26 Education Protection Account (EPA) Expenditures – All School Sites
Purpose: Vote
Submitted by:
Related Material: FY26-EPA Actuals_TTHS.pdf
FY26-EPA Actuals_TES.pdf
FY26-EPA Actuals_TAT.pdf

TEACH Tech Charter High

Actual expenditures through: June 30, 2026

Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	63,556.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		63,556.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	41,311.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	22,245.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		63,556.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

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

Actual expenditures through: June 30, 2026

Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	44,764.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		44,764.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	29,097.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	15,667.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		44,764.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

TEACH Academy of Technologies

Actual expenditures through: June 30, 2026

Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	1,099,524.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		1,099,524.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	714,691.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	384,833.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		1,099,524.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Coversheet

Proposition 28 – FY 2025–26 Annual Reports for All School Sites

Section: III. Items for Potential Action
Item: F. Proposition 28 – FY 2025–26 Annual Reports for All School Sites
Purpose: Vote
Submitted by:
Related Material: AnnualReport- FY25-26- TAT.pdf
AnnualReport- FY25-26- TPES.pdf
AnnualReport - FY25-26- TTHS.pdf

Proposition 28: Arts and Music in Schools Funding Annual Report

Fiscal Year 2026-27

Name: TEACH Academy of Technologies
CDS Code: 1964733-0122242
Charter School Number: 1206
Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

Funds used to provide Computer Science coding and Computer Art design.

2. Number of full-time equivalent teachers (certificated).	1.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	145
6. Number of school sites providing arts education.	1
Date of Approval by Governing Board/Body	9/29/2026 9:16:24 AM

Annual Report Data URL

https://www.teachps.org/policies-compliance

Submission Date 9/29/2026 9:20:56 AM

Proposition 28: Arts and Music in Schools Funding Annual Report

Fiscal Year 2026-27

Name: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary
CDS Code: 1964733-0138305
Charter School Number: 2004
Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

Funds used to provide Instructional Aide for Visual Arts and Computer Coding instructional support.

2. Number of full-time equivalent teachers (certificated).	0.0
3. Number of full-time equivalent personnel (classified).	0.5
4. Number of full-time equivalent teaching aides.	0.6
5. Number of students served.	103
6. Number of school sites providing arts education.	1
Date of Approval by Governing Board/Body	9/29/2026 9:40:09 AM

Annual Report Data URL

https://www.teachps.org/policies-compliance

Submission Date 9/29/2026 9:47:05 AM

Proposition 28: Arts and Music in Schools Funding Annual Report

Fiscal Year 2026-27

Name: TEACH Tech Charter high
CDS Code: 1964733-0129627
Charter School Number: 1658
Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

Funds used to provide Computer Science coding and Computer Art design instruction.

2. Number of full-time equivalent teachers (certificated).	0.0
3. Number of full-time equivalent personnel (classified).	0.6
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	90
6. Number of school sites providing arts education.	1
Date of Approval by Governing Board/Body	9/29/2026 9:27:08 AM

Annual Report Data URL

https://www.teachps.org/policies-compliance

Submission Date 9/29/2026 9:34:10 AM

Coversheet

Fiscal Report August 2026 Close

Section: III. Items for Potential Action
Item: G. Fiscal Report August 2026 Close
Purpose: FYI
Submitted by:
Related Material: TEACH FY26-27- Financials as of 08.31.26 Close-v2.pdf

CHARTER IMPACT

FY26-27 Financials as of August 31, 2026, Close.

TEACH Academy of Technologies, TEACH Tech Charter High,

TEACH Prep Elementary, & TEACH Public Schools

TEACH Public Schools-Highlights (as of 08/31/26 Close)

- Surplus projected at all sites and CMO.
- Positive Fund balance at all sites and CMO.
- All school sites strong cash position. No borrowing need expected.

TEACH Inc. FY26-27 August 31, 2026 Close

	TEACH Acadmey of Technologies	TEACH Tech Charter High	TEACH Prep Elementary	TEACH CMO	C&M LLC	Wooten LLC	Foundation LLC	Eliminations	Consolidated Totals
Revenue Projected	$ 8,034,541	$ 7,390,108	$ 6,698,948	$ 1,879,824	$ 905,091	$ 1,403,329	$ -	$ 3,949,778	$ 22,362,063
Expenses Projected	7,977,591	7,276,821	6,679,427	1,750,256	1,022,342	1,805,961	-	3,949,778	22,562,620
Surplus/Deficit	56,950	113,287	19,521	129,568	(117,251)	(402,632)		-	(200,557)
Beginning Fund Balance	7,661,920	7,879,022	3,705,587	923,834	(1,538,478)	(2,933,816)	2,337	-	15,700,406
Ending Fund Balance	$ 7,718,870	$ 7,992,309	$ 3,725,108	$ 1,053,402	$ (1,655,729)	$ (3,336,448)	$ 2,337	$ -	$ 15,499,849
Cash Projected @ 6/30/2027	$ 6,036,270	$ 7,654,368	$ 5,889,810	$ 2,251,469	$ 32,568	$ 43,970	$ -	$ -	$ 21,908,455
Enrollment/ Average Daily Attendance	349/ 314.10	325/ 292.50	290/ 261.00						
Average Daily Cash On Hand Projected @ 6/30/27 (45 req)	276	384	322	470	12	9			354
Base Rent Coverage Ratio (1.1 req)	1.95	2.12	2.09						

TEACH Public Schools– Financial Position 08/31/26 Close

TEACH, Inc.

Statement of Financial Position

August 31, 2026

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila LLC	TEACH Foundation Inc.	Total
Assets								
Current Assets								
Cash & Cash Equivalents	$ 5,395,911	$ 7,236,894	$ 5,180,989	$ 1,777,499	$ 32,568	$ 43,970	$ 0	$ 19,667,830
Accounts Receivable	600,683	334,730	129,832	6,429	3,323	82,197	2,337	1,159,532
Public Funding Receivables	715,482	296,159	277,025	0	0	0	0	1,288,665
Due To/From Related Parties	1,305,452	(720,571)	(410,938)	234,708	(829,120)	420,468	0	0
Prepaid Expenses	95,419	84,413	42,249	8,938	0	0	0	231,019
Total Current Assets	8,112,947	7,231,625	5,219,157	2,027,574	(793,229)	546,635	2,337	22,347,046
Long-term Assets								
Property & Equipment, Net	373,020	240,243	175,094	61,695	8,864,523	17,012,332	0	26,726,908
Right-Of-Use Asset, Net	17,385,282	15,103,813	11,370,035	0	0	0	0	43,859,129
Deposits	0	162,517	99,750	8,750	0	3,625	0	274,642
Deferred Lease Asset	0	0	0	0	166,835	(39,943)	0	126,892
Investments	0	0	0	0	506,269	484,404	0	990,674
Securities	0	0	0	0	856,089	1,790,938	0	2,647,025
Securities Premium	0	0	0	0	1,093	(918)	0	176
Total Long-term Assets	17,758,302	15,506,573	11,644,879	70,445	10,394,809	19,250,438	0	74,625,446
Total Assets	$ 25,871,249	$ 22,738,198	$ 16,864,036	$ 2,098,019	$ 9,601,580	$ 19,797,073	$ 2,337	$ 96,972,492

Note- Current Assets are 3.44 times greater than current liabilities- Organization does not have significant current debt and is able to meet financial obligations when due.

TEACH Public Schools– Financial Position 08/31/26 Close

TEACH, Inc.

Statement of Financial Position

August 31, 2026

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila LLC	TEACH Foundation Inc.	Total
Liabilities								
Current Liabilities								
Accounts Payable	$ (4,469)	$ 17,603	$ (542)	$ 0	$ 0	$ 0	$ 0	$ 12,592
Accrued Liabilities	242,983	222,594	865,624	1,379,238	0	0	0	2,710,439
Interest Payable	0	0	0	0	168,236	179,083	0	347,319
Deferred Revenue	1,103,227	53,946	1,376,556	3,000	0	0	0	2,536,730
Other Short-term Liabilities	358,702	309,426	213,841	0	0	0	0	881,969
Total Current Liabilities	1,700,443	603,569	2,455,479	1,382,238	168,236	179,083	0	6,489,049
Long-term Liabilities								
Notes Payable, Net of Current Portion	0	0	0	0	0	141,967	0	141,967
Bonds Payable	0	0	0	0	11,375,000	21,295,000	0	32,670,000
Bond Issue Cost	0	0	0	0	(207,383)	(401,199)	0	(608,583)
Discount on Bonds	0	0	0	0	(169,016)	0	0	(169,016)
Premium on Bonds	0	0	0	0	0	1,600,234	0	1,600,234
Other Long-term Liabilities	17,175,858	14,784,855	11,174,097	0	0	0	0	43,134,810
Total Long-term Liabilities	17,175,858	14,784,855	11,174,097	0	10,998,601	22,636,002	0	76,769,412
Total Liabilities	18,876,301	15,388,424	13,629,576	1,382,238	11,166,837	22,815,085	0	83,258,461
Net Asset	6,994,947	7,349,774	3,234,461	715,781	(1,565,257)	(3,018,012)	2,337	13,714,031
Liabilities & Net Assets	$ 25,871,249	$ 22,738,198	$ 16,864,036	$ 2,098,019	$ 9,601,580	$ 19,797,073	$ 2,337	$ 96,972,492

TEACH Academy of Technologies

Monthly Financial Presentation- as of August 2026 Close



TEACH Academy of Technologies- Attendance Data and Metrics

Enrollment & Per Pupil Data		
	Forecast	Budget
Average Enrollment	349	426
ADA	314.10	394.22
Attendance Rate	90.0%	92.5%
Unduplicated %	99.0%	99.0%
Revenue per ADA	$25,580	$23,865
Expenses per ADA	$25,398	$23,778

Based on current enrollment projected at (–80.12) ADA from Budgeted.

TEACH Academy of Technologies- Revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 459,916	$ 268,772	$ 191,144	$ 4,868,511	$ 6,099,075	$ (1,230,564)
Federal Revenue	18,038	-	18,038	647,759	707,069	(59,311)
Other State Revenue	74,501	28,665	45,836	2,358,667	2,401,344	(42,676)
Other Local Revenue	26,725	33,409	(6,684)	159,604	200,455	(40,851)
Total Revenue	**$ 579,180**	**$ 330,846**	**$ 248,334**	**$ 8,034,541**	**$ 9,407,943**	**$ (1,373,402)**

- **State-Aid Revenue: $4.87MM (decreased by $1.23MM)-** ADA decrease of (-80.12).
- **Federal Revenue: $647.8k (decrease of $59.3k)-** Primarily due to ADA decrease.
- **Other State Revenue: $2.36MM (decrease of $42.7k)-** Due primarily to reduced ADA partially offset by pulling forward some deferred revenues.
- **Other Local Revenue: $159.6k (decrease of $40.8k)-** Due to lower interest run rate.

TEACH Academy of Technologies- Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 194,615	$ 256,853	$ 62,238	$ 2,041,246	$ 2,379,614	$ 338,368
Classified Salaries	61,707	92,456	30,749	620,730	700,861	80,131
Benefits	73,264	154,741	81,477	990,844	1,176,072	185,228
Books and Supplies	277,658	108,074	(169,584)	666,137	775,852	109,715
Subagreement Services	49,311	82,029	32,718	916,317	1,164,500	248,183
Operations	64,428	76,926	12,498	380,902	472,000	91,098
Facilities	312,654	160,043	(152,610)	952,826	960,260	7,434
Professional Services	197,564	174,463	(23,102)	1,314,753	1,630,092	315,339
Depreciation	14,952	16,483	1,532	80,952	98,900	17,948
Interest	-	2,577	2,577	12,885	15,462	2,577
Total Expenses	**$ 1,246,152**	**$ 1,124,646**	**$ (121,507)**	**$ 7,977,591**	**$ 9,373,612**	**$ 1,396,021**

- Certificated Salaries: $2.41MM (projected savings of $338.4k)- Saving due to reduction of 3.0 FTE.
- Classified Salaries: $620.7k (projected savings of $80.1k)- Savings due to a 1.0 FTE reduction from budgeted.
- Benefits: $990.8k (projected savings of $185.2k)- Savings based on FTE reductions.
- Non-Personnel Expenses: $4.32MM (projected savings of $792.3k)- Savings based primarily on lower ADA assumptions.

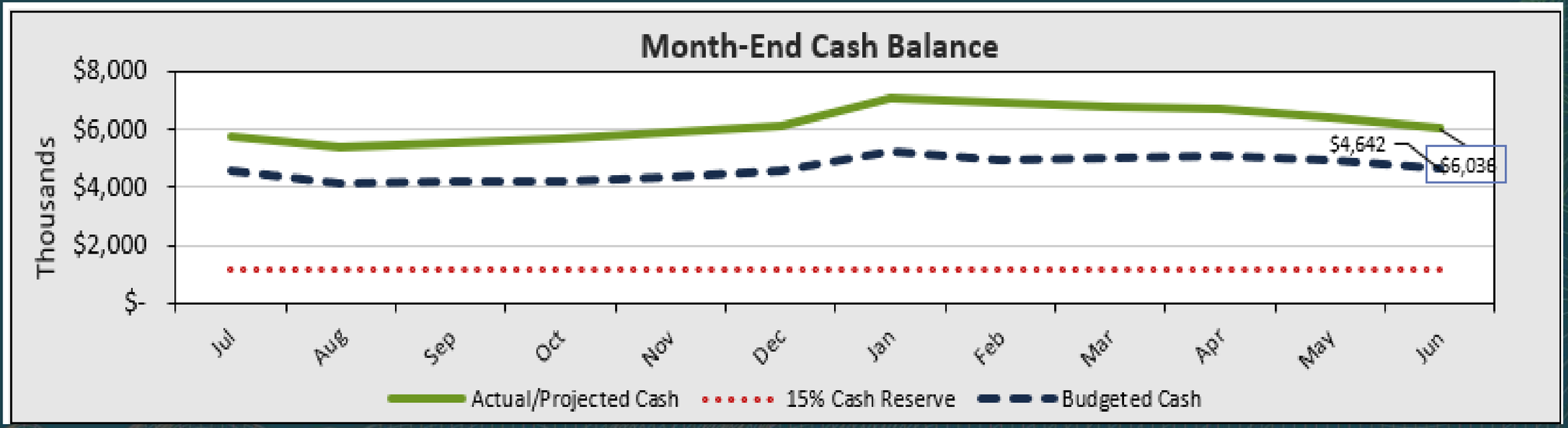
TEACH Academy of Technologies- Fund Balance

- Surplus of $57k.
- Net Assets at Year-end at $7.72MM. This is 96.8% of the Operating Budget.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (666,972)**	**$ (793,800)**	**$ 126,828**	**$ 56,950**	**$ 34,331**	**$ 22,619**
Beginning Fund Balance	7,661,920	7,661,920		7,661,920	7,661,920	
Ending Fund Balance	**$ 6,994,948**	**$ 6,868,119**		**$7,718,870**	**$7,696,251**	
As a % of Annual Expenses	*87.7%*	*73.3%*		*96.8%*	*82.1%*	

TEACH Academy of Technologies- Cash Projection

- Cash at $5.40MM at August Close.
- Cash projected to end at $6.04MM at Year-end, which is 276 days of Cash on hand.



TEACH Tech Charter High

Monthly Financial Presentation- as of August 2026 Close



TEACH Tech Charter High- Attendance Data and Metrics

Enrollment & Per Pupil Data		
	Forecast	**Budget**
Average Enrollment	325	364
ADA	292.50	336.70
Attendance Rate	90.0%	92.5%
Unduplicated %	95.0%	95.0%
Revenue per ADA	$25,265	$24,928
Expenses per ADA	$24,878	$23,784

Based on current enrollment projected at (–44.20) ADA from Budgeted.

TEACH Tech Charter High- Revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 475,051	$ 321,824	$ 153,227	$ 5,415,992	$ 6,234,409	$ (818,417)
Federal Revenue	14,822	-	14,822	502,746	535,043	(32,298)
Other State Revenue	18,047	23,571	(5,524)	1,274,077	1,395,654	(121,577)
Other Local Revenue	32,293	38,000	(5,707)	197,293	228,000	(30,707)
Total Revenue	**$ 540,213**	**$ 383,395**	**$ 156,819**	**$ 7,390,108**	**$ 8,393,106**	**$ (1,002,999)**

- **State-Aid Revenue: $5.42MM (decreased by $818.4k)-** ADA decrease of -44.20.
- **Federal Revenue: $502.7k (decrease of $32.3k)-** Primarily due to ADA decrease.
- **Other State Revenue: $1.27MM (decrease of $121.6k)-** Due primarily to reduced ADA partially offset by pulling forward some deferred revenues.
- **Other Local Revenue: $197.3k (decrease of $30.7k)-** Due to lower interest run rate.

TEACH Tech Charter High- Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 231,131	$ 219,645	$ (11,486)	$ 1,990,328	$ 2,106,753	$ 116,426
Classified Salaries	76,935	66,004	(10,931)	476,861	501,696	24,835
Benefits	53,611	127,216	73,605	836,299	965,041	128,742
Books and Supplies	267,442	108,043	(159,399)	747,542	745,095	(2,447)
Subagreement Services	9,112	72,176	63,064	640,179	792,600	152,421
Operations	40,590	67,852	27,261	341,339	411,000	69,661
Facilities	202,650	139,267	(63,383)	827,458	835,600	8,142
Professional Services	176,322	153,740	(22,583)	1,341,732	1,563,438	221,706
Depreciation	11,668	14,467	2,799	75,085	86,800	11,715
Interest	-	-	-	-	-	-
Total Expenses	**$ 1,069,461**	**$ 968,408**	**$ (101,053)**	**$ 7,276,821**	**$ 8,008,024**	**$ 731,203**

- Certificated Salaries: $1.99MM (projected savings of $116.4k)- Saving due to reduction of 2.0 FTE from budgeted.
- Classified Salaries: $836.3k (projected savings of $24.8k)- Savings due to a 0.58 FTE reduction from budgeted.
- Benefits: $836.3k (projected savings of $128.7k)- Savings based on FTE reductions.
- Non-Personnel Expenses: $3.97MM (projected savings of $461.2k)- Savings based primarily on lower ADA assumptions.

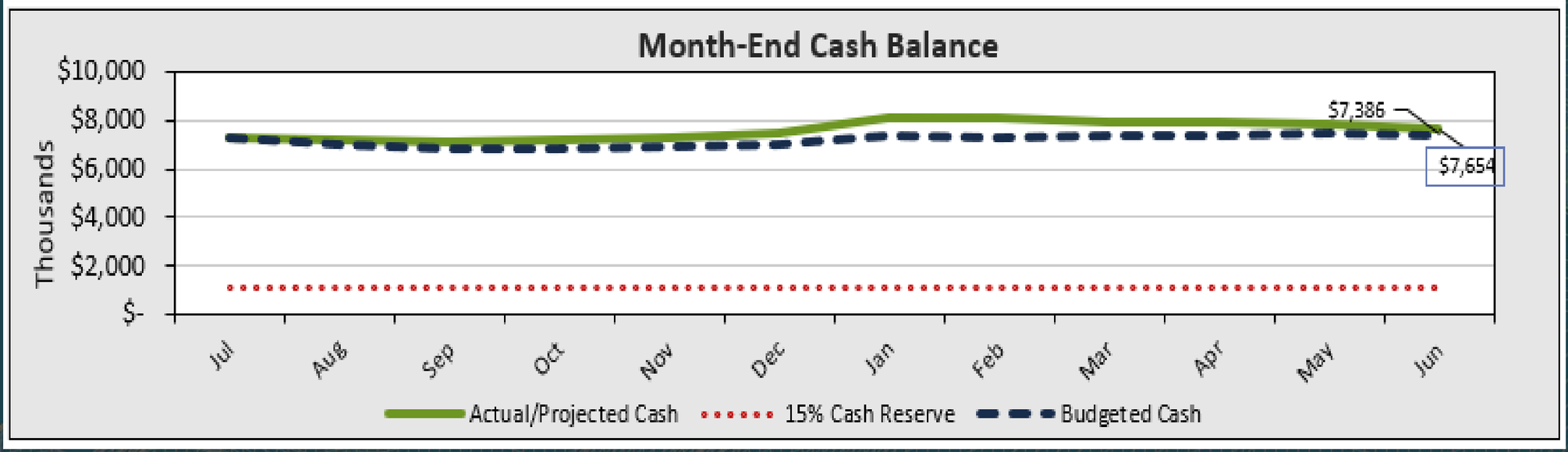
TEACH Tech Charter High- Fund Balance

- Surplus of $113.3k.
- Net Assets at Year-end at $7.99MM. This is 109.8% of the Operating Budget.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (529,248)**	**$ (585,013)**	**$ 55,766**	**$ 113,287**	**$ 385,082**	**$ (271,796)**
Beginning Fund Balance	7,879,022	7,879,022		7,879,022	7,879,022	
Ending Fund Balance	**$ 7,349,774**	**$7,294,008**		**$7,992,308**	**$8,264,104**	
As a % of Annual Expenses	*101.0%*	*91.1%*		*109.8%*	*103.2%*	

TEACH Tech Charter High- Cash Projection

- Cash at $7.24MM at August Close.
- Cash projected to end at $7.65MM at Year-end, which is 384 days of Cash on hand.



TEACH Prep Elementary

Monthly Financial Presentation- as of August 2026 Close



TEACH Prep Elementary- Attendance Data and Metrics

Enrollment & Per Pupil Data			
	Actual	Forecast	Budget
Average Enrollment	n/a	268	303
ADA	n/a	261.00	288.90
Attendance Rate	n/a	97.4%	90.0%
Unduplicated %	98.1%	98.1%	98.1%
Revenue per ADA		$25,666	$24,739
Expenses per ADA		$25,592	$23,884

Based on current enrollment projected at (–27.90) ADA from Budgeted.

TEACH Prep Elementary- Revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 194,556	$ 203,335	$ (8,779)	$ 4,315,495	$ 4,742,804	$ (427,309)
Federal Revenue	-	-	-	346,884	367,947	(21,063)
Other State Revenue	-	16,885	(16,885)	1,889,183	1,886,208	2,975
Other Local Revenue	22,386	25,000	(2,614)	147,386	150,000	(2,614)
Total Revenue	**$ 216,942**	**$ 245,220**	**$ (28,278)**	**$ 6,698,948**	**$ 7,146,959**	**$ (448,011)**

- **State-Aid Revenue: $4.32MM (decreased by $427.3k)-** ADA decrease of (-27.90).
- **Federal Revenue: $346.9k (decrease of $21.1k)-** Primarily due to ADA decrease.
- **Other State Revenue: $1.89MM (increase of $3.0k)-** Due primarily to reduced ADA partially offset by pulling forward some deferred revenues.
- **Other Local Revenue: $147.4k (decrease of $2.6k)-** Due to slightly lower interest run rate.

TEACH Prep Elementary- Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 153,231	$ 169,287	$ 16,056	$ 1,627,241	$ 1,643,296	$ 16,056
Classified Salaries	82,908	76,517	(6,390)	622,379	615,988	(6,390)
Benefits	39,618	105,272	65,654	732,417	795,347	62,930
Books and Supplies	164,006	105,796	(58,209)	681,473	677,151	(4,322)
Subagreement Services	4,432	80,127	75,696	1,108,313	1,232,700	124,387
Operations	42,330	39,811	(2,519)	235,819	243,500	7,681
Facilities	147,257	117,300	(29,957)	730,923	703,800	(27,123)
Professional Services	47,163	94,181	47,018	883,653	925,086	41,434
Depreciation	7,126	10,550	3,424	57,209	63,300	6,091
Interest	-	-	-	-	-	-
Total Expenses	**$ 688,069**	**$ 798,841**	**$ 110,772**	**$ 6,679,427**	**$ 6,900,169**	**$ 220,742**

- Certificated Salaries: $1.63MM (projected savings of $16.1k)- Saving due to salaries slightly less than budgeted.
- Classified Salaries: $622.4k (projected increase of $6.4k)- Savings due to a net FTE decrease of .42 FTE offset by slightly higher than budgeted salaries.
- Benefits: $732.4k (projected savings of $62.9k)- Savings based on actual rates to date.
- Non-Personnel Expenses: $3.70MM (projected savings of $148.1k)- Savings based primarily on lower ADA assumptions.

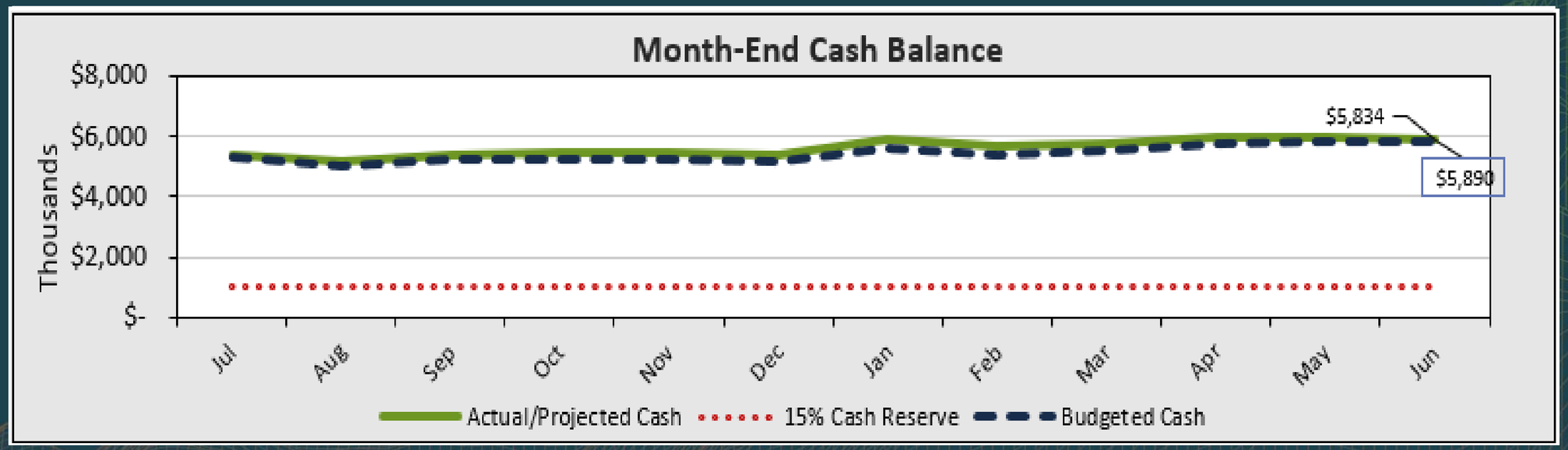
TEACH Prep Elementary– Fund Balance

- Surplus of $19.5k.
- Net Assets at Year-end at $3.73MM. This is 55.8% of the Operating Budget.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (471,127)**	**$ (553,621)**	**$ 82,494**	**$ 19,521**	**$ 246,790**	**$ (227,269)**
Beginning Fund Balance	3,705,587	3,705,587		3,705,587	3,705,587	
Ending Fund Balance	**$3,234,461**	**$3,151,966**		**$3,725,109**	**$3,952,378**	
As a % of Annual Expenses	*48.4%*	*45.7%*		*55.8%*	*57.3%*	

TEACH Prep Elementary- Cash Projection

- Cash at $5.18MM at August Close.
- Cash projected to end at $5.89MM at Year-end, which is 322 days of Cash on hand.



TEACH Public Schools CMO

Monthly Financial Presentation- as of August 2026 Close



TEACH Public Schools CMO- Revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
Other Local Revenue	139,447	376,141	(236,693)	1,879,823	2,256,845	(377,022)
Total Revenue	**$ 139,447**	**$ 376,141**	**$ (236,693)**	**$1,879,824**	**$2,256,846**	**$ (377,022)**

- **Other Local Revenue: $1.88MM (decrease of $377.0k)-** Due to lower ADA overall partially offset by pulling forward some deferred revenue.

TEACH Public Schools CMO- Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 91,304	$ 87,979	$ (3,325)	$ 531,200	$ 527,875	$ (3,325)
Classified Salaries	151,632	125,611	(26,021)	652,492	753,666	101,174
Benefits	72,489	62,044	(10,445)	349,298	375,003	25,705
Books and Supplies	16,706	9,020	(7,686)	59,886	52,200	(7,686)
Subagreement Services	-	-	-	-	-	-
Operations	7,535	9,508	1,972	74,828	76,800	1,972
Facilities	149	100	(49)	649	600	(49)
Professional Services	1,322	503	(818)	41,038	40,220	(818)
Depreciation	6,364	6,900	536	40,864	41,400	536
Interest	-	-	-	-	-	-
Total Expenses	**$ 347,501**	**$ 301,665**	**$ (45,836)**	**$ 1,750,256**	**$ 1,867,765**	**$ 117,509**

- Certificated Salaries: $531.2k (projected savings of $3.3k)- Slight savings based on actuals to date.
- Classified Salaries: $652.5k (projected savings of $101.2k)- Savings due to a 1.0 FTE reduction from budgeted.
- Benefits: $349.3k (projected savings of $25.7k)- Savings based on FTE reduction.
- Non-Personnel Expenses: $217.3k (projected increase of $6.0k)- Increase based on current actuals.

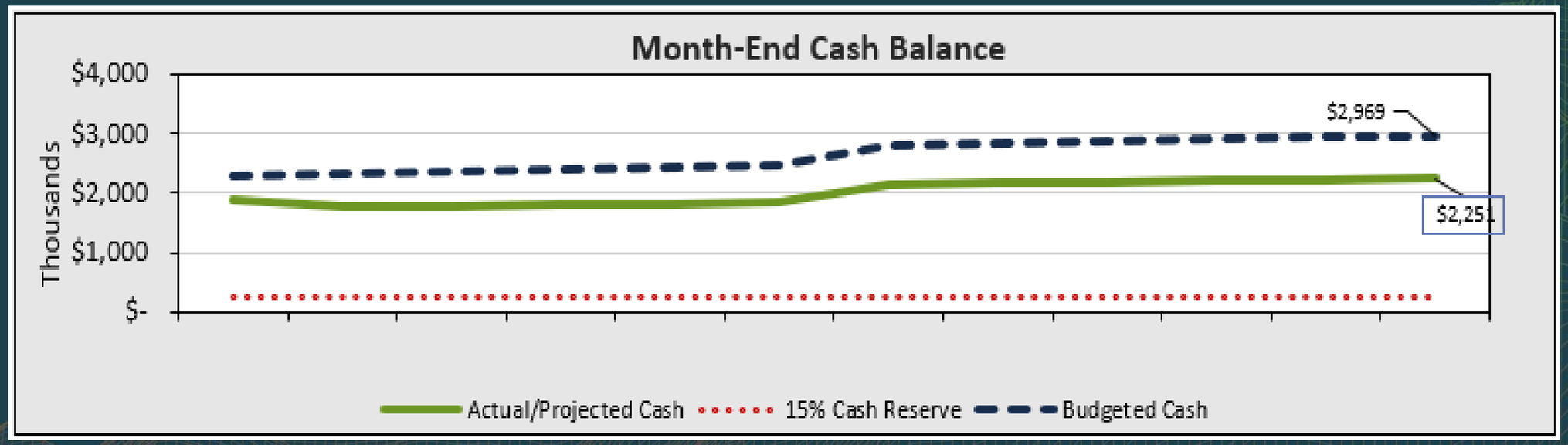
TEACH Public Schools CMO- Fund Balance

- Surplus projected of $129.6k.
- Net Assets at Year-end at $1.05MM. This is 60.2% of the Operating Budget.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (208,054)**	**$ 74,476**	**$ (282,529)**	**$ 129,568**	**$ 389,081**	**$ (259,513)**
Beginning Fund Balance	923,834	923,834		923,834	923,834	
Ending Fund Balance	**$ 715,781**	**$ 998,310**		**$1,053,402**	**$1,312,915**	
As a % of Annual Expenses	*40.9%*	*53.4%*		*60.2%*	*70.3%*	

TEACH Public Schools CMO- Cash Projection

- Cash at $1.78MM at August Close.
- Cash projected to end at $2.25MM at Year-end, which is 470 days of Cash on hand.



TEACH Public Schools- Appendix

- Monthly Cash Flow/ Forecasts.
- Statement of Financial Position.
- Statement of Cash Flows.
- Monthly Check Register.
- Aging Reports.
- Compliance Calendar.

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY26-27

Revised 9/25/26

Actuals Through: 0

ADA = 314.10

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 394.22	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	154,414	165,812	298,461	298,461	298,461	298,461	298,461	168,747	168,747	168,747	168,747	168,747	**2,656,268**	3,317,337	(661,069)
8012	Education Protection Account	-	-	212,423	-	-	212,423	-	-	212,423	-	-	-	212,423	**849,691**	1,066,428	(216,737)
8019	State Aid - Prior Year	-	(4,144)	-	-	-	-	-	-	-	-	-	-	-	**(4,144)**	-	(4,144)
8096	In Lieu of Property Taxes	103,215	206,431	204,751	136,501	136,501	136,501	136,501	136,501	56,598	28,299	28,299	28,299	28,299	**1,366,696**	1,715,310	(348,614)
		103,215	356,701	582,986	434,962	434,962	647,385	434,962	434,962	437,768	197,047	197,047	197,047	409,469	**4,868,511**	**6,099,075**	**(1,230,564)**
Federal Revenue																	
8181	Special Education - Entitlement	6,013	12,025	-	-	-	-	-	-	-	-	-	-	96,622	**114,660**	114,660	-
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8220	Federal Child Nutrition	-	-	-	11,626	22,089	22,089	22,089	22,089	22,089	22,089	22,089	22,089	44,179	**232,519**	291,829	(59,311)
8290	Title I, Part A - Basic Low Income	-	-	58,111	-	-	174,332	-	-	-	-	-	-	-	**232,443**	232,443	-
8291	Title II, Part A - Teacher Quality	-	-	6,166	-	-	18,499	-	-	-	-	-	-	-	**24,665**	24,665	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8296	Other Federal Revenue	-	-	-	10,868	-	-	10,868	-	-	10,868	-	-	10,868	**43,472**	43,472	-
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		6,013	12,025	64,277	22,494	22,089	214,920	32,957	22,089	22,089	32,957	22,089	22,089	151,669	**647,759**	**707,069**	**(59,311)**
Other State Revenue																	
8311	State Special Education	22,350	44,700	27,384	49,290	49,290	49,290	49,290	49,290	41,357	41,357	41,357	41,357	41,357	**547,671**	547,671	-
8520	Child Nutrition	-	-	-	1,100	2,091	2,091	2,091	2,091	2,091	2,091	2,091	2,091	4,182	**22,009**	27,622	(5,614)
8545	School Facilities (SB740)	-	-	-	-	-	-	216,823	-	-	-	108,412	-	108,412	**433,646**	544,261	(110,614)
8550	Mandated Cost	-	-	-	-	-	8,239	-	-	-	-	-	-	-	**8,239**	23,498	(15,259)
8560	State Lottery	-	-	-	-	-	-	26,666	-	-	26,666	-	-	32,104	**85,435**	107,228	(21,793)
8598	Prior Year Revenue	-	7,451	-	-	-	-	-	-	-	-	-	-	-	**7,451**	-	7,451
8599	Other State Revenue	-	-	1,021	310,287	1,837	1,837	310,287	1,837	1,837	310,287	1,837	1,837	311,308	**1,254,216**	1,151,063	103,153
		22,350	52,151	28,404	360,678	53,219	61,458	605,157	53,219	45,285	380,401	153,697	45,285	497,363	**2,358,667**	**2,401,344**	**(42,676)**
Other Local Revenue																	
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8660	Interest Revenue	13,437	13,302	13,288	13,288	13,288	13,288	13,288	13,288	13,288	13,288	13,288	13,288	-	**159,618**	200,455	(40,837)
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8690	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8699	School Fundraising	-	(14)	-	-	-	-	-	-	-	-	-	-	-	**(14)**	-	(14)
		13,437	13,288	13,288	13,288	13,288	13,288	13,288	13,288	13,288	13,288	13,288	13,288	-	**159,604**	**200,455**	**(40,851)**
Total Revenue		**145,015**	**434,165**	**688,955**	**831,422**	**523,558**	**937,050**	**1,086,364**	**523,558**	**518,431**	**623,693**	**386,121**	**277,709**	**1,058,501**	**8,034,541**	**9,407,943**	**(1,373,402)**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	757	121,901	128,069	128,069	128,069	128,069	128,069	128,069	128,069	128,069	128,069	128,069	-	**1,403,349**	1,698,038	294,689
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1175	Teachers' Extra Duty/Stipends	2,638	-	8,986	8,986	8,986	8,986	8,986	8,986	8,986	8,986	8,986	8,986	-	**92,502**	113,315	20,813
1200	Pupil Support Salaries	10,658	14,791	14,246	14,246	14,246	14,246	14,246	14,246	14,246	14,246	14,246	14,246	-	**167,909**	170,952	3,043
1300	Administrators' Salaries	23,650	20,221	30,331	30,331	30,331	30,331	30,331	30,331	30,331	30,331	30,331	30,331	-	**347,183**	363,975	16,792
1900	Other Certificated Salaries	-	-	3,030	3,030	3,030	3,030	3,030	3,030	3,030	3,030	3,030	3,030	-	**30,303**	33,333	3,030
		37,702	156,913	184,663	184,663	184,663	184,663	184,663	184,663	184,663	184,663	184,663	184,663	-	**2,041,246**	**2,379,614**	**338,368**
Classified Salaries																	
2100	Instructional Salaries	4,777	14,496	26,191	26,191	26,191	26,191	26,191	26,191	26,191	26,191	26,191	26,191	-	**281,184**	288,103	6,918
2200	Support Salaries	-	-	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	-	**30,573**	36,688	6,115
2300	Classified Administrators' Salaries	-	-	2,779	2,779	2,779	2,779	2,779	2,779	2,779	2,779	2,779	2,779	-	**27,786**	33,374	5,588
2400	Clerical and Office Staff Salaries	11,853	10,369	11,508	11,508	11,508	11,508	11,508	11,508	11,508	11,508	11,508	11,508	-	**137,303**	194,291	56,988
2900	Other Classified Salaries	10,710	9,502	12,367	12,367	12,367	12,367	12,367	12,367	12,367	12,367	12,367	12,367	-	**143,883**	148,405	4,522
		27,340	34,366	55,902	55,902	55,902	55,902	55,902	55,902	55,902	55,902	55,902	55,902	-	**620,730**	**700,861**	**80,131**

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY26-27

Revised 9/25/26

Actuals Through: 0

ADA = 314.10

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Benefits																	
3101	STRS	6,076	28,711	35,869	35,869	35,869	35,869	35,869	35,869	35,869	35,869	35,869	35,869	-	**393,477**	454,506	61,029
3202	PERS	6,219	10,813	15,261	15,261	15,261	15,261	15,261	15,261	15,261	15,261	15,261	15,261	-	**169,637**	185,027	15,390
3301	OASDI	1,686	2,504	3,584	3,584	3,584	3,584	3,584	3,584	3,584	3,584	3,584	3,584	-	**40,030**	43,453	3,424
3311	Medicare	938	2,743	3,561	3,561	3,561	3,561	3,561	3,561	3,561	3,561	3,561	3,561	-	**39,294**	44,667	5,373
3401	Health and Welfare	6,007	4,608	27,500	27,500	27,500	27,500	27,500	27,500	27,500	27,500	27,500	27,500	-	**285,615**	374,000	88,385
3501	State Unemployment	-	412	1,005	1,005	1,005	1,005	5,023	4,018	2,009	1,005	1,005	1,005	-	**18,493**	22,050	3,557
3601	Workers' Compensation	-	-	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	3,438	-	**34,385**	43,127	8,742
3901	Other Benefits	491	2,055	737	737	737	737	737	737	737	737	737	737	-	**9,914**	9,241	(673)
		21,417	51,847	90,954	90,954	90,954	90,954	94,972	93,968	91,959	90,954	90,954	90,954	-	**990,844**	**1,176,072**	**185,228**
Books and Supplies																	
4100	Textbooks and Core Curricula	-	-	1,325	1,325	1,325	-	-	-	-	-	-	-	-	**3,975**	6,600	2,625
4200	Books and Other Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4302	School Supplies	-	3,332	2,842	2,842	2,842	2,842	2,842	2,842	2,842	2,842	2,842	2,842	-	**31,749**	42,600	10,851
4305	Software	1,723	234,536	15,683	15,683	15,683	15,683	15,683	15,683	15,683	15,683	15,683	15,683	(145,035)	**248,058**	235,000	(13,058)
4310	Office Expense	-	7,108	6,617	6,617	6,617	6,617	6,617	6,617	6,617	6,617	6,617	6,617	-	**73,275**	99,200	25,925
4311	Business Meals	-	-	25	25	25	25	25	25	25	25	25	25	-	**250**	400	150
4312	School Fundraising	-	-	8	8	8	8	8	8	8	8	8	8	-	**83**	100	17
4400	Noncapitalized Equipment	-	27,687	11,600	11,600	11,600	11,600	-	-	-	-	-	-	-	**74,087**	72,500	(1,587)
4700	Food Services	-	3,272	23,139	23,139	23,139	23,139	23,139	23,139	23,139	23,139	23,139	23,139	-	**234,661**	319,452	84,791
		1,723	275,935	61,239	61,239	61,239	59,914	48,314	48,314	48,314	48,314	48,314	48,314	(145,035)	**666,137**	**775,852**	**109,715**
Subagreement Services																	
5101	Nursing	-	-	233	233	233	233	233	233	233	233	233	233	-	**2,333**	3,500	1,167
5102	Special Education	20,375	-	42,427	42,427	42,427	42,427	42,427	42,427	42,427	42,427	42,427	42,427	-	**444,648**	582,700	138,052
5103	Substitute Teacher	270	-	11,382	11,382	11,382	11,382	11,382	11,382	11,382	11,382	11,382	11,382	-	**114,088**	156,300	42,212
5104	Transportation	-	-	5,091	5,091	5,091	5,091	5,091	5,091	5,091	5,091	5,091	5,091	-	**50,909**	70,000	19,091
5105	Security	-	4,213	6,327	6,327	6,327	6,327	6,327	6,327	6,327	6,327	6,327	6,327	-	**67,486**	86,900	19,414
5106	Other Educational Consultants	-	24,453	21,240	21,240	21,240	21,240	21,240	21,240	21,240	21,240	21,240	21,240	-	**236,853**	265,100	28,247
		20,645	28,666	86,701	86,701	86,701	86,701	86,701	86,701	86,701	86,701	86,701	86,701	-	**916,317**	**1,164,500**	**248,183**
Operations and Housekeeping																	
5201	Auto and Travel	-	-	809	809	809	809	809	809	809	809	809	809	-	**8,091**	11,100	3,009
5300	Dues & Memberships	12,483	-	850	850	850	850	850	850	850	850	850	850	-	**20,983**	12,700	(8,283)
5400	Insurance	-	-	8,225	8,225	8,225	8,225	8,225	8,225	8,225	8,225	8,225	8,225	-	**82,250**	123,200	40,950
5501	Utilities	5,437	13,550	7,967	7,967	7,967	7,967	7,967	7,967	7,967	7,967	7,967	7,967	-	**98,653**	119,300	20,647
5502	Janitorial Services	2,628	27,843	11,875	11,875	11,875	11,875	11,875	11,875	11,875	11,875	11,875	11,875	-	**149,221**	177,900	28,679
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5900	Communications	1,149	1,149	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	-	**17,215**	22,400	5,185
5901	Postage and Shipping	39	150	430	430	430	430	430	430	430	430	430	430	-	**4,489**	5,400	911
		21,736	42,692	31,647	31,647	31,647	31,647	31,647	31,647	31,647	31,647	31,647	31,647	-	**380,902**	**472,000**	**91,098**
Facilities, Repairs and Other Leases																	
5601	Rent	145,138	145,215	72,647	72,647	72,647	72,647	72,647	72,647	72,647	72,647	72,647	72,647	(145,294)	**871,525**	871,760	235
5602	Additional Rent	-	-	17	17	17	17	17	17	17	17	17	17	-	**167**	300	133
5603	Equipment Leases	412	494	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	-	**17,406**	24,700	7,294
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5610	Repairs and Maintenance	5,743	15,653	4,233	4,233	4,233	4,233	4,233	4,233	4,233	4,233	4,233	4,233	-	**63,729**	63,500	(229)
		151,292	161,362	78,547	78,547	78,547	78,547	78,547	78,547	78,547	78,547	78,547	78,547	(145,294)	**952,826**	**960,260**	**7,434**
Professional/Consulting Services																	
5801	IT	-	4,033	175	175	175	175	175	175	175	175	175	175	-	**5,783**	2,600	(3,183)
5802	Audit & Taxes	6,573	97	-	2,400	2,400	2,400	-	-	-	-	-	-	-	**13,870**	21,400	7,530
5803	Legal	-	3,038	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	-	**13,454**	15,600	2,146
5804	Professional Development	3,073	280	1,640	1,640	1,640	1,640	1,640	1,640	1,640	1,640	1,640	1,640	-	**19,753**	20,400	647
5805	General Consulting	-	800	10,309	10,309	10,309	10,309	10,309	10,309	10,309	10,309	10,309	10,309	-	**103,889**	108,193	4,304
5806	Special Activities/Field Trips	1,238	4,260	-	-	-	14,800	14,800	14,800	-	-	-	-	-	**49,898**	55,500	5,603
5807	Bank Charges	161	-	210	210	210	210	210	210	210	210	210	210	-	**2,261**	2,600	339
5808	Printing	5,517	5,185	3,580	3,580	3,580	3,580	3,580	3,580	3,580	3,580	3,580	3,580	-	**46,501**	44,700	(1,801)
5809	Other taxes and fees	45	5,046	790	790	790	790	790	790	790	790	790	790	-	**12,991**	9,900	(3,091)
5810	Payroll Service Fee	770	770	625	625	625	625	625	625	625	625	625	625	-	**7,790**	9,300	1,510
5811	Management Fee	23,069	50,184	56,911	56,911	56,911	56,911	56,911	56,911	56,911	56,911	56,911	56,911	40,569	**682,936**	893,755	210,819
5812	District Oversight Fee	7,519	6,890	5,830	4,350	4,350	6,474	4,350	4,350	4,378	1,970	1,970	1,970	(5,715)	**48,685**	60,991	12,306
5813	County Fees	-	-	-	1,025	-	-	1,025	-	-	1,025	-	-	1,025	**4,100**	5,100	1,000
5814	SPED Encroachment	23,006	46,012	18,233	32,819	32,819	32,819	32,819	6,481	14,403	14,403	14,403	14,403	7,922	**290,543**	364,654	74,111
5815	Public Relations/Recruitment	-	-	1,230	1,230	1,230	1,230	1,230	1,230	1,230	1,230	1,230	1,230	-	**12,300**	15,400	3,100
		70,970	126,594	100,574	117,105	116,080	133,005	129,505	102,143	95,293	93,911	92,886	92,886	43,801	**1,314,753**	**1,630,092**	**315,339**
Depreciation																	
6900	Depreciation Expense	7,476	7,476	6,600	6,600	6,600	6,600	6,600	6,600	6,600	6,600	6,600	6,600	-	**80,952**	98,900	17,948
		7,476	7,476	6,600	6,600	6,600	6,600	6,600	6,600	6,600	6,600	6,600	6,600	-	**80,952**	**98,900**	**17,948**
Interest																	
7438	Interest Expense	-	-	1,289	1,289	1,289	1,289	1,289	1,289	1,289	1,289	1,289	1,289	-	**12,885**	15,462	2,577
		-	-	1,289	1,289	1,289	1,289	1,289	1,289	1,289	1,289	1,289	1,289	-	**12,885**	**15,462**	**2,577**
Total Expenses		**360,302**	**885,850**	**698,116**	**714,647**	**713,622**	**729,221**	**718,140**	**689,773**	**680,914**	**678,527**	**677,502**	**677,502**	**(246,528)**	**7,977,591**	**9,373,612**	**1,396,021**
Monthly Surplus (Deficit)		**(215,287)**	**(451,686)**	**(9,161)**	**116,775**	**(190,064)**	**207,829**	**368,224**	**(166,216)**	**(162,483)**	**(54,835)**	**(291,382)**	**(399,793)**	**1,305,029**	**56,950**	**34,331**	**22,619**

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY26-27

Revised 9/25/26

Actuals Through: 0

ADA = 314.10

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(215,287)	(451,686)	(9,161)	116,775	(190,064)	207,829	368,224	(166,216)	(162,483)	(54,835)	(291,382)	(399,793)	1,305,029	**56,950**		
Cash flows from operating activities																
Depreciation/Amortization	7,476	7,476	6,600	6,600	6,600	6,600	6,600	6,600	6,600	6,600	6,600	6,600	-	**80,952**		
Public Funding Receivables	571,450	1,666	149,291	-	401,737	45,683	558,754	-	-	-	-	-	(1,058,501)	**670,080**		
Grants and Contributions Rec.	1,447	-	-	-	-	-	-	-	-	-	-	-	-	**1,447**		
Due To/From Related Parties	(125,229)	(19,495)	-	-	-	-	-	-	-	-	-	-	-	**(144,724)**		
Prepaid Expenses	(50,938)	(14,312)	-	-	-	-	-	-	-	-	-	-	-	**(65,250)**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(162,431)	(5,066)	-	-	-	-	-	-	-	-	-	-	(246,528)	**(414,025)**		
Accrued Expenses	10,184	72,646	-	-	-	-	-	-	-	-	-	-	-	**82,830**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	50,456	26,896	-	-	-	-	-	-	-	-	-	-	-	**77,352**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	(9,641)	-	-	-	-	-	-	-	-	-	-	-	-	**(9,641)**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	77,487	(381,875)	146,730	123,375	218,272	260,112	933,578	(159,616)	(155,883)	(48,235)	(284,782)	(393,193)				
Cash, Beginning of Month	5,700,299	5,777,786	5,395,912	5,542,641	5,666,016	5,884,288	6,144,400	7,077,978	6,918,363	6,762,479	6,714,245	6,429,463				
Cash, End of Month	**5,777,786**	**5,395,912**	**5,542,641**	**5,666,016**	**5,884,288**	**6,144,400**	**7,077,978**	**6,918,363**	**6,762,479**	**6,714,245**	**6,429,463**	**6,036,270**				

TEACH Tech Charter High

Monthly Cash Flow/Forecast FY26-27

Revised 9/27/26

Actuals Through: 0. 8/31/2026

ADA = 292.50

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																**ADA = 336.70**	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	220,612	232,295	418,131	418,131	418,131	418,131	418,131	308,244	308,244	308,244	308,244	308,244	**4,084,781**	4,702,037	(617,256)
8012	Education Protection Account	-	-	14,625	-	-	14,625	-	-	14,625	-	-	-	14,625	**58,500**	67,340	(8,840)
8096	In Lieu of Property Taxes	84,813	169,626	173,705	115,803	115,803	115,803	115,803	115,803	88,517	44,258	44,258	44,258	44,258	**1,272,711**	1,465,032	(192,321)
		84,813	390,238	420,625	533,934	533,934	548,559	533,934	533,934	411,386	352,503	352,503	352,503	367,128	**5,415,992**	**6,234,409**	**(818,417)**
Federal Revenue																	
8181	Special Education - Entitlement	4,941	9,881	-	-	-	-	-	-	-	-	-	-	74,358	**89,180**	89,180	-
8220	Federal Child Nutrition	-	-	-	10,687	20,305	20,305	20,305	20,305	20,305	20,305	20,305	20,305	40,610	**213,735**	246,032	(32,298)
8290	Title I, Part A - Basic Low Income	-	-	43,164	-	-	129,491	-	-	-	-	-	-	-	**172,654**	172,654	-
8291	Title II, Part A - Teacher Quality	-	-	4,294	-	-	12,883	-	-	-	-	-	-	-	**17,177**	17,177	-
8296	Other Federal Revenue	-	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	**10,000**	10,000	-
		4,941	9,881	47,458	13,187	20,305	162,678	22,805	20,305	20,305	22,805	20,305	20,305	117,468	**502,746**	**535,043**	**(32,298)**
Other State Revenue																	
8311	State Special Education	18,365	36,731	22,290	40,121	40,121	40,121	40,121	40,121	33,560	33,560	33,560	33,560	33,560	**445,791**	451,178	(5,387)
8520	Child Nutrition	-	-	-	1,012	1,922	1,922	1,922	1,922	1,922	1,922	1,922	1,922	3,844	**20,231**	23,288	(3,057)
8545	School Facilities (SB740)	-	-	-	-	-	-	201,913	-	-	-	100,956	-	100,956	**403,826**	464,848	(61,023)
8550	Mandated Cost	-	-	-	-	-	19,831	-	-	-	-	-	-	-	**19,831**	19,997	(166)
8560	State Lottery	-	-	-	-	-	-	22,622	-	-	22,622	-	-	34,316	**79,560**	91,582	(12,022)
8598	Prior Year Revenue	-	(37,049)	-	-	-	-	-	-	-	-	-	-	-	**(37,049)**	-	(37,049)
8599	Other State Revenue	-	-	951	82,430	1,711	1,711	82,430	1,711	1,711	82,430	1,711	1,711	83,381	**341,888**	344,761	(2,873)
		18,365	(318)	23,240	123,563	43,754	63,585	349,008	43,754	37,193	140,534	138,149	37,193	256,056	**1,274,077**	**1,395,654**	**(121,577)**
Other Local Revenue																	
8660	Interest Revenue	15,745	16,548	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	-	**197,293**	228,000	(30,707)
		15,745	16,548	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	-	**197,293**	**228,000**	**(30,707)**
Total Revenue		**123,864**	**416,349**	**507,823**	**687,183**	**614,493**	**791,322**	**922,247**	**614,493**	**485,384**	**532,341**	**527,457**	**426,500**	**740,651**	**7,390,108**	**8,393,106**	**(1,002,999)**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	6,083	123,576	131,851	131,851	131,851	131,851	131,851	131,851	131,851	131,851	131,851	131,851	-	**1,448,174**	1,492,097	43,924
1175	Teachers' Extra Duty/Stipends	2,901	-	8,475	8,475	8,475	8,475	8,475	8,475	8,475	8,475	8,475	8,475	-	**87,650**	100,322	12,671
1200	Pupil Support Salaries	17,817	18,341	10,011	10,011	10,011	10,011	10,011	10,011	10,011	10,011	10,011	10,011	-	**136,273**	210,351	74,078
1300	Administrators' Salaries	30,826	31,585	22,582	22,582	22,582	22,582	22,582	22,582	22,582	22,582	22,582	22,582	-	**288,231**	270,983	(17,248)
1900	Other Certificated Salaries	-	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	-	**30,000**	33,000	3,000
		57,628	173,503	175,920	175,920	175,920	175,920	175,920	175,920	175,920	175,920	175,920	175,920	-	**1,990,328**	**2,106,753**	**116,426**
Classified Salaries																	
2100	Instructional Salaries	-	5,777	12,221	12,221	12,221	12,221	12,221	12,221	12,221	12,221	12,221	12,221	-	**127,991**	157,644	29,654
2200	Support Salaries	2,269	3,565	3,335	3,335	3,335	3,335	3,335	3,335	3,335	3,335	3,335	3,335	-	**39,186**	50,948	11,762
2300	Classified Administrators' Salaries	-	-	2,002	2,002	2,002	2,002	2,002	2,002	2,002	2,002	2,002	2,002	-	**20,015**	23,890	3,875
2400	Clerical and Office Staff Salaries	12,769	11,573	12,313	12,313	12,313	12,313	12,313	12,313	12,313	12,313	12,313	12,313	-	**147,473**	147,757	284
2900	Other Classified Salaries	22,611	18,371	10,121	10,121	10,121	10,121	10,121	10,121	10,121	10,121	10,121	10,121	-	**142,196**	121,457	(20,739)
		37,649	39,286	39,993	39,993	39,993	39,993	39,993	39,993	39,993	39,993	39,993	39,993	-	**476,861**	**501,696**	**24,835**

TEACH Tech Charter High

Monthly Cash Flow/Forecast FY26-27

Revised 9/27/26

Actuals Through: 0

8/31/2026

ADA = 292.50

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Benefits																	
3101	STRS	8,986	33,139	33,050	33,050	33,050	33,050	33,050	33,050	33,050	33,050	33,050	33,050	-	**372,623**	402,390	29,767
3301	OASDI	2,291	2,340	2,404	2,404	2,404	2,404	2,404	2,404	2,404	2,404	2,404	2,404	-	**28,672**	31,105	2,433
3311	Medicare	1,372	3,050	3,071	3,071	3,071	3,071	3,071	3,071	3,071	3,071	3,071	3,071	-	**35,131**	37,823	2,692
3401	Health and Welfare	(690)	(2,438)	32,500	32,500	32,500	32,500	32,500	32,500	32,500	32,500	32,500	32,500	-	**321,872**	405,000	83,128
3501	State Unemployment	243	853	907	907	907	907	4,533	3,626	1,813	907	907	907	-	**17,413**	19,600	2,187
3601	Workers' Compensation	-	-	2,965	2,965	2,965	2,965	2,965	2,965	2,965	2,965	2,965	2,965	-	**29,650**	36,518	6,868
3901	Other Benefits	1,494	2,971	2,647	2,647	2,647	2,647	2,647	2,647	2,647	2,647	2,647	2,647	-	**30,938**	32,606	1,667
		13,696	39,915	77,544	77,544	77,544	77,544	81,170	80,263	78,450	77,544	77,544	77,544	-	**836,299**	**965,041**	**128,742**
Books and Supplies																	
4100	Textbooks and Core Curricula	-	12,068	3,375	3,375	3,375	-	-	-	-	-	-	-	-	**22,193**	15,400	(6,793)
4200	Books and Other Materials	-	-	1,020	1,020	1,020	-	-	-	-	-	-	-	-	**3,060**	5,800	2,740
4302	School Supplies	-	2,546	8,923	8,923	8,923	8,923	8,923	8,923	8,923	8,923	8,923	8,923	-	**91,775**	117,075	25,300
4305	Software	8,243	170,105	12,292	12,292	12,292	12,292	12,292	12,292	12,292	12,292	12,292	12,292	(55,000)	**246,264**	202,600	(43,664)
4310	Office Expense	6,984	7,433	6,275	6,275	6,275	6,275	6,275	6,275	6,275	6,275	6,275	6,275	-	**77,167**	86,000	8,833
4311	Business Meals	143	-	8	8	8	8	8	8	8	8	8	8	-	**226**	100	(126)
4400	Noncapitalized Equipment	47,368	8,488	8,560	8,560	8,560	8,560	-	-	-	-	-	-	-	**90,096**	48,800	(41,296)
4700	Food Services	-	4,064	21,270	21,270	21,270	21,270	21,270	21,270	21,270	21,270	21,270	21,270	-	**216,760**	269,320	52,560
		62,738	204,704	61,722	61,722	61,722	57,327	48,767	48,767	48,767	48,767	48,767	48,767	(55,000)	**747,542**	**745,095**	**(2,447)**
Subagreement Services																	
5101	Nursing	-	-	167	167	167	167	167	167	167	167	167	167	-	**1,667**	2,200	533
5102	Special Education	-	-	33,982	33,982	33,982	33,982	33,982	33,982	33,982	33,982	33,982	33,982	-	**339,818**	426,700	86,882
5103	Substitute Teacher	-	3,529	18,773	18,773	18,773	18,773	18,773	18,773	18,773	18,773	18,773	18,773	-	**191,257**	235,700	44,443
5104	Transportation	-	-	2,218	2,218	2,218	2,218	2,218	2,218	2,218	2,218	2,218	2,218	-	**22,182**	27,900	5,718
5105	Security	-	5,583	7,927	7,927	7,927	7,927	7,927	7,927	7,927	7,927	7,927	7,927	-	**84,855**	99,600	14,745
5106	Other Educational Consultants	-	-	40	40	40	40	40	40	40	40	40	40	-	**400**	500	100
		-	9,112	63,107	63,107	63,107	63,107	63,107	63,107	63,107	63,107	63,107	63,107	-	**640,179**	**792,600**	**152,421**
Operations and Housekeeping																	
5201	Auto and Travel	256	-	18	18	18	18	18	18	18	18	18	18	-	**437**	200	(237)
5300	Dues & Memberships	10,037	-	958	958	958	958	958	958	958	958	958	958	-	**19,620**	13,100	(6,520)
5400	Insurance	-	-	7,542	7,542	7,542	7,542	7,542	7,542	7,542	7,542	7,542	7,542	-	**75,417**	103,300	27,883
5501	Utilities	993	991	8,917	8,917	8,917	8,917	8,917	8,917	8,917	8,917	8,917	8,917	-	**91,151**	122,100	30,949
5502	Janitorial Services	1,923	21,217	10,333	10,333	10,333	10,333	10,333	10,333	10,333	10,333	10,333	10,333	-	**126,473**	141,600	15,127
5900	Communications	1,344	3,680	1,967	1,967	1,967	1,967	1,967	1,967	1,967	1,967	1,967	1,967	-	**24,691**	26,900	2,209
5901	Postage and Shipping	150	-	340	340	340	340	340	340	340	340	340	340	-	**3,550**	3,800	250
		14,703	25,887	30,075	30,075	30,075	30,075	30,075	30,075	30,075	30,075	30,075	30,075	-	**341,339**	**411,000**	**69,661**
Facilities, Repairs and Other Leases																	
5601	Rent	74,550	121,678	61,775	61,775	61,775	61,775	61,775	61,775	61,775	61,775	61,775	61,775	(61,775)	**752,203**	741,300	(10,903)
5602	Additional Rent	-	-	8	8	8	8	8	8	8	8	8	8	-	**83**	100	17
5603	Equipment Leases	412	494	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	**13,406**	17,100	3,694
5610	Repairs and Maintenance	166	5,350	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	-	**61,767**	77,100	15,333
		75,128	127,522	68,658	68,658	68,658	68,658	68,658	68,658	68,658	68,658	68,658	68,658	(61,775)	**827,458**	**835,600**	**8,142**
Professional/Consulting Services																	
5801	IT	1,110	3,200	258	258	258	258	258	258	258	258	258	258	-	**6,893**	3,600	(3,293)
5802	Audit & Taxes	6,573	97	-	17,867	17,867	17,867	-	-	-	-	-	-	-	**60,270**	61,200	930
5803	Legal	-	-	325	325	325	325	325	325	325	325	325	325	-	**3,250**	4,400	1,150
5804	Professional Development	4,572	3,280	2,220	2,220	2,220	2,220	2,220	2,220	2,220	2,220	2,220	2,220	-	**30,052**	25,400	(4,652)
5805	General Consulting	-	800	10,778	10,778	10,778	10,778	10,778	10,778	10,778	10,778	10,778	10,778	-	**108,579**	111,436	2,858
5806	Special Activities/Field Trips	-	1,560	-	-	-	32,233	32,233	32,233	-	-	-	-	-	**98,260**	110,400	12,140
5807	Bank Charges	445	-	660	660	660	660	660	660	660	660	660	660	-	**7,045**	7,500	455
5808	Printing	5,517	5,185	4,260	4,260	4,260	4,260	4,260	4,260	4,260	4,260	4,260	4,260	-	**53,301**	48,600	(4,701)
5809	Other taxes and fees	3,515	53	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	-	**17,968**	16,500	(1,468)
5810	Payroll Service Fee	770	770	692	692	692	692	692	692	692	692	692	692	-	**8,457**	9,400	943
5811	Management Fee	21,059	46,808	52,347	52,347	52,347	52,347	52,347	52,347	52,347	52,347	52,347	52,347	36,827	**628,159**	797,345	169,186
5812	District Oversight Fee	7,522	6,775	4,206	5,339	5,339	5,486	5,339	5,339	4,114	3,525	3,525	3,525	(5,875)	**54,160**	62,344	8,184
5813	County Fees	-	-	-	975	-	-	975	-	-	975	-	-	975	**3,900**	4,400	500
5814	SPED Encroachment	18,904	37,809	14,731	26,515	26,515	26,515	26,515	7,059	15,687	15,687	15,687	15,687	8,628	**255,938**	294,613	38,675
5815	Public Relations/Recruitment	-	-	550	550	550	550	550	550	550	550	550	550	-	**5,500**	6,300	800
		69,986	106,337	92,466	124,226	123,251	155,630	138,592	118,161	93,330	93,716	92,741	92,741	40,554	**1,341,732**	**1,563,438**	**221,706**
Depreciation																	
6900	Depreciation Expense	5,834	5,834	6,342	6,342	6,342	6,342	6,342	6,342	6,342	6,342	6,342	6,342	-	**75,085**	86,800	11,715
		5,834	5,834	6,342	6,342	6,342	6,342	6,342	6,342	6,342	6,342	6,342	6,342	-	**75,085**	**86,800**	**11,715**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		**337,361**	**732,100**	**615,826**	**647,586**	**646,611**	**674,595**	**652,623**	**631,286**	**604,641**	**604,121**	**603,146**	**603,146**	**(76,221)**	**7,276,821**	**8,008,024**	**731,203**
Monthly Surplus (Deficit)		**(213,497)**	**(315,751)**	**(108,004)**	**39,598**	**(32,118)**	**116,727**	**269,624**	**(16,793)**	**(119,258)**	**(71,780)**	**(75,689)**	**(176,646)**	**816,872**	**113,286**	**385,082**	**(271,796)**

TEACH Tech Charter High

Monthly Cash Flow/Forecast FY26-27

Revised 9/27/26

Actuals Through: 0

8/31/2026

ADA = 292.50

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(213,497)	(315,751)	(108,004)	39,598	(32,118)	116,727	269,624	(16,793)	(119,258)	(71,780)	(75,689)	(176,646)	816,872	**113,286**		
Cash flows from operating activities																
Depreciation/Amortization	5,834	5,834	6,342	6,342	6,342	6,342	6,342	6,342	6,342	6,342	6,342	6,342	-	**75,085**		
Public Funding Receivables	321,377	1,369	12,769	-	108,943	42,388	364,295	-	-	-	-	-	(740,651)	**110,490**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	206,941	177,553	-	-	-	-	-	-	-	-	-	-	-	**384,494**		
Prepaid Expenses	(50,938)	(14,313)	-	-	-	-	-	-	-	-	-	-	-	**(65,251)**		
Other Assets	4,012	-	-	-	-	-	-	-	-	-	-	-	-	**4,012**		
Accounts Payable	(140,200)	(1,636)	-	-	-	-	-	-	-	-	-	-	(76,221)	**(218,057)**		
Accrued Expenses	26,655	60,833	-	-	-	-	-	-	-	-	-	-	-	**87,488**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	6,572	3,673	-	-	-	-	-	-	-	-	-	-	-	**10,245**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	(9,638)	-	-	-	-	-	-	-	-	-	-	-	-	**(9,638)**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	157,118	(82,438)	(88,893)	45,939	83,167	165,457	640,260	(10,451)	(112,916)	(65,438)	(69,348)	(170,304)				
Cash, Beginning of Month	7,162,213	7,319,331	7,236,893	7,148,001	7,193,940	7,277,107	7,442,565	8,082,825	8,072,374	7,959,458	7,894,020	7,824,672				
Cash, End of Month	**7,319,331**	**7,236,893**	**7,148,001**	**7,193,940**	**7,277,107**	**7,442,565**	**8,082,825**	**8,072,374**	**7,959,458**	**7,894,020**	**7,824,672**	**7,654,368**				

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY26-27

Revised 09/22/26

Actuals Through: 0

ADA = 261.00

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																**ADA = 288.90**	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	134,820	135,633	244,140	244,140	244,140	244,140	244,140	327,299	327,299	327,299	327,299	327,299	**3,127,645**	3,427,977	(300,332)
8012	Education Protection Account	-	-	13,050	-	-	13,050	-	-	13,050	-	-	-	13,050	**52,200**	57,780	(5,580)
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8096	In Lieu of Property Taxes	59,736	-	118,196	78,798	78,798	78,798	78,798	78,798	187,910	93,955	93,955	93,955	93,955	**1,135,650**	1,257,047	(121,397)
		59,736	134,820	266,880	322,937	322,937	335,987	322,937	322,937	528,259	421,254	421,254	421,254	434,304	**4,315,495**	**4,742,804**	**(427,309)**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8220	Federal Child Nutrition	-	-	-	9,852	18,719	18,719	18,719	18,719	18,719	18,719	18,719	18,719	37,438	**197,044**	218,107	(21,063)
8290	Title I, Part A - Basic Low Income	-	-	31,617	-	-	94,850	-	-	-	-	-	-	-	**126,466**	126,466	-
8291	Title II, Part A - Teacher Quality	-	-	3,344	-	-	10,031	-	-	-	-	-	-	-	**13,374**	13,374	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8296	Other Federal Revenue	-	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	**10,000**	10,000	-
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	34,960	12,352	18,719	123,599	21,219	18,719	18,719	21,219	18,719	18,719	39,938	**346,884**	**367,947**	**(21,063)**
Other State Revenue																	
8311	State Special Education	-	-	15,661	28,189	28,189	28,189	28,189	28,189	38,627	38,627	38,627	38,627	38,627	**349,740**	387,126	(37,386)
8520	Child Nutrition	-	-	-	933	1,772	1,772	1,772	1,772	1,772	1,772	1,772	1,772	3,544	**18,651**	20,644	(1,994)
8545	School Facilities (SB740)	-	-	-	-	-	-	180,168	-	-	-	90,084	-	90,084	**360,337**	398,855	(38,519)
8550	Mandated Cost	-	-	-	-	-	4,756	-	-	-	-	-	-	-	**4,756**	5,000	(244)
8560	State Lottery	-	-	-	-	-	-	15,393	-	-	15,393	-	-	40,206	**70,992**	78,581	(7,589)
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8599	Other State Revenue	-	-	848	268,463	1,527	1,527	268,463	1,527	1,527	268,463	1,527	1,527	269,311	**1,084,708**	996,002	88,707
		-	-	16,509	297,584	31,488	36,244	493,985	31,488	41,926	324,254	132,010	41,926	441,771	**1,889,183**	**1,886,208**	**2,975**
Other Local Revenue																	
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8660	Interest Revenue	10,693	11,693	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	-	**147,386**	150,000	(2,614)
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8690	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		10,693	11,693	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	-	**147,386**	**150,000**	**(2,614)**
Total Revenue		**70,429**	**146,513**	**330,848**	**645,374**	**385,644**	**508,330**	**850,641**	**385,644**	**601,403**	**779,227**	**584,482**	**494,398**	**916,013**	**6,698,948**	**7,146,959**	**(448,011)**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	98,953	106,739	106,739	106,739	106,739	106,739	106,739	106,739	106,739	106,739	106,739	-	**1,166,346**	1,174,133	7,787
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1175	Teachers' Extra Duty/Stipends	6,564	-	7,114	7,114	7,114	7,114	7,114	7,114	7,114	7,114	7,114	7,114	-	**77,702**	78,252	550
1200	Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1300	Administrators' Salaries	21,879	21,879	21,886	21,886	21,886	21,886	21,886	21,886	21,886	21,886	21,886	21,886	-	**262,615**	262,627	13
1900	Other Certificated Salaries	-	3,956	11,662	11,662	11,662	11,662	11,662	11,662	11,662	11,662	11,662	11,662	-	**120,577**	128,283	7,706
		28,443	124,788	147,401	147,401	147,401	147,401	147,401	147,401	147,401	147,401	147,401	147,401	-	**1,627,241**	**1,643,296**	**16,056**
Classified Salaries																	
2100	Instructional Salaries	11,827	24,297	25,375	25,375	25,375	25,375	25,375	25,375	25,375	25,375	25,375	25,375	-	**289,879**	279,130	(10,748)
2200	Support Salaries	-	-	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	-	**26,666**	29,333	2,667
2300	Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
2400	Clerical and Office Staff Salaries	11,562	10,569	10,882	10,882	10,882	10,882	10,882	10,882	10,882	10,882	10,882	10,882	-	**130,949**	130,582	(367)
2900	Other Classified Salaries	13,298	11,355	15,023	15,023	15,023	15,023	15,023	15,023	15,023	15,023	15,023	15,023	-	**174,885**	176,943	2,059
		36,687	46,221	53,947	53,947	53,947	53,947	53,947	53,947	53,947	53,947	53,947	53,947	-	**622,379**	**615,988**	**(6,390)**

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY26-27

Revised 09/22/26

Actuals Through: 0.

ADA = 261.00

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Benefits																	
3101	STRS	5,433	23,835	28,431	28,431	28,431	28,431	28,431	28,431	28,431	28,431	28,431	28,431	-	**313,581**	313,870	289
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
3301	OASDI	2,259	2,843	3,310	3,310	3,310	3,310	3,310	3,310	3,310	3,310	3,310	3,310	-	**38,206**	38,191	(15)
3311	Medicare	934	2,452	2,932	2,932	2,932	2,932	2,932	2,932	2,932	2,932	2,932	2,932	-	**32,708**	32,760	52
3401	Health and Welfare	(703)	(1,940)	29,000	29,000	29,000	29,000	29,000	29,000	29,000	29,000	29,000	29,000	-	**287,357**	348,000	60,643
3501	State Unemployment	-	1,090	980	980	980	980	4,900	3,920	1,960	980	980	980	-	**18,730**	19,600	870
3601	Workers' Compensation	-	-	2,831	2,831	2,831	2,831	2,831	2,831	2,831	2,831	2,831	2,831	-	**28,310**	31,630	3,320
3901	Other Benefits	1,031	2,384	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	-	**13,526**	11,296	(2,229)
		8,954	30,664	68,496	68,496	68,496	68,496	72,416	71,436	69,476	68,496	68,496	68,496	-	**732,417**	**795,347**	**62,930**
Books and Supplies																	
4100	Textbooks and Core Curricula	-	56,802	26,225	26,225	26,225	-	-	-	-	-	-	-	-	**135,477**	110,700	(24,777)
4200	Books and Other Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4302	School Supplies	11	1,134	3,433	3,433	3,433	3,433	3,433	3,433	3,433	3,433	3,433	3,433	-	**35,478**	43,400	7,922
4305	Software	3,259	44,033	13,258	13,258	13,258	13,258	13,258	13,258	13,258	13,258	13,258	13,258	(15,000)	**164,875**	167,500	2,625
4310	Office Expense	738	3,909	4,867	4,867	4,867	4,867	4,867	4,867	4,867	4,867	4,867	4,867	-	**53,314**	61,500	8,186
4311	Business Meals	-	-	108	108	108	108	108	108	108	108	108	108	-	**1,083**	1,300	217
4312	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4400	Noncapitalized Equipment	-	50,532	10,260	10,260	10,260	10,260	-	-	-	-	-	-	-	**91,572**	54,000	(37,572)
4700	Food Services	-	3,588	19,609	19,609	19,609	19,609	19,609	19,609	19,609	19,609	19,609	19,609	-	**199,674**	238,751	39,078
		4,008	159,998	77,760	77,760	77,760	51,535	41,275	41,275	41,275	41,275	41,275	41,275	(15,000)	**681,473**	**677,151**	**(4,322)**
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5102	Special Education	-	2,268	57,409	57,409	57,409	57,409	57,409	57,409	57,409	57,409	57,409	57,409	-	**576,359**	654,300	77,941
5103	Substitute Teacher	-	-	9,236	9,236	9,236	9,236	9,236	9,236	9,236	9,236	9,236	9,236	-	**92,364**	107,000	14,636
5104	Transportation	-	-	4,891	4,891	4,891	4,891	4,891	4,891	4,891	4,891	4,891	4,891	-	**48,909**	56,600	7,691
5105	Security	-	2,164	5,482	5,482	5,482	5,482	5,482	5,482	5,482	5,482	5,482	5,482	-	**56,982**	63,500	6,518
5106	Other Educational Consultants	-	-	33,370	33,370	33,370	33,370	33,370	33,370	33,370	33,370	33,370	33,370	-	**333,700**	351,300	17,600
		-	4,432	110,388	110,388	110,388	110,388	110,388	110,388	110,388	110,388	110,388	110,388	-	**1,108,313**	**1,232,700**	**124,387**
Operations and Housekeeping																	
5201	Auto and Travel	-	-	27	27	27	27	27	27	27	27	27	27	-	**273**	300	27
5300	Dues & Memberships	7,490	-	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	-	**18,657**	14,100	(4,557)
5400	Insurance	-	-	6,850	6,850	6,850	6,850	6,850	6,850	6,850	6,850	6,850	6,850	-	**68,500**	86,500	18,000
5501	Utilities	3,425	3,561	-	-	-	-	-	-	-	-	-	-	-	**6,986**	-	(6,986)
5502	Janitorial Services	1,154	26,242	7,958	7,958	7,958	7,958	7,958	7,958	7,958	7,958	7,958	7,958	-	**106,979**	100,600	(6,379)
5513	Other taxes and fees		308														
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5900	Communications	-	-	2,967	2,967	2,967	2,967	2,967	2,967	2,967	2,967	2,967	2,967	-	**29,667**	37,500	7,833
5901	Postage and Shipping	-	150	430	430	430	430	430	430	430	430	430	430	-	**4,450**	4,500	50
		12,069	30,261	19,349	19,349	19,349	19,349	19,349	19,349	19,349	19,349	19,349	19,349	-	**235,819**	**243,500**	**7,989**
Facilities, Repairs and Other Leases																	
5601	Rent	45,901	91,792	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	53,108	-	**668,776**	637,300	(31,476)
5602	Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5603	Equipment Leases	704	539	1,725	1,725	1,725	1,725	1,725	1,725	1,725	1,725	1,725	1,725	-	**18,493**	21,800	3,307
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5610	Repairs and Maintenance	4,732	3,589	3,533	3,533	3,533	3,533	3,533	3,533	3,533	3,533	3,533	3,533	-	**43,654**	44,700	1,046
		51,336	95,920	58,367	58,367	58,367	58,367	58,367	58,367	58,367	58,367	58,367	58,367	-	**730,923**	**703,800**	**(27,123)**
Professional/Consulting Services																	
5801	IT	-	3,085	242	242	242	242	242	242	242	242	242	242	-	**5,502**	3,000	(2,502)
5802	Audit & Taxes	-	49	-	22,400	22,400	22,400	-	-	-	-	-	-	-	**67,249**	71,600	4,351
5803	Legal	-	-	792	792	792	792	792	792	792	792	792	792	-	**7,917**	10,000	2,083
5804	Professional Development	-	140	990	990	990	990	990	990	990	990	990	990	-	**10,040**	10,400	360
5805	General Consulting	-	400	11,160	11,160	11,160	11,160	11,160	11,160	11,160	11,160	11,160	11,160	-	**111,998**	113,644	1,646
5806	Special Activities/Field Trips	-	780	-	-	-	10,333	10,333	10,333	-	-	-	-	-	**31,780**	32,600	820
5807	Bank Charges	68	-	130	130	130	130	130	130	130	130	130	130	-	**1,368**	1,300	(68)
5808	Printing	2,758	2,592	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	-	**50,351**	47,400	(2,951)
5809	Other taxes and fees	74	4,448	880	880	880	880	880	880	880	880	880	880	-	**13,322**	9,300	(4,022)
5810	Payroll Service Fee	770	770	908	908	908	908	908	908	908	908	908	908	-	**10,623**	11,500	877
5811	Management Fee	12,088	19,140	40,589	40,589	40,589	40,589	40,589	40,589	40,589	40,589	40,589	40,589	49,951	**487,072**	519,773	32,701
5812	District Oversight Fee	-	-	2,669	3,229	3,229	3,360	3,229	3,229	5,283	4,213	4,213	4,213	6,289	**43,155**	47,428	4,273
5813	County Fees	-	-	-	1,200	-	-	1,200	-	-	1,200	-	-	1,200	**4,800**	5,000	200
5814	SPED Encroachment	-	-	1,409	2,537	2,537	2,537	2,537	2,537	3,476	3,476	3,476	3,476	3,476	**31,477**	34,841	3,365
5815	Public Relations/Recruitment	-	-	700	700	700	700	700	700	700	700	700	700	-	**7,000**	7,300	300
		15,758	31,404	64,969	90,257	89,057	99,521	78,190	76,990	69,650	69,780	68,580	68,580	60,916	**883,653**	**925,086**	**41,434**
Depreciation																	
6900	Depreciation Expense	3,563	3,563	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	-	**57,209**	63,300	6,091
		3,563	3,563	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	-	**57,209**	**63,300**	**6,091**
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Total Expenses		**160,818**	**527,251**	**605,685**	**630,973**	**629,773**	**614,012**	**586,342**	**584,162**	**574,861**	**574,011**	**572,811**	**572,811**	**45,916**	**6,679,427**	**6,900,169**	**221,050**
Monthly Surplus (Deficit)		**(90,389)**	**(380,738)**	**(274,837)**	**14,400**	**(244,129)**	**(105,682)**	**264,299**	**(198,518)**	**26,542**	**205,216**	**11,671**	**(78,413)**	**870,097**	**19,521**	**246,790**	**(226,961)**

TEACH Prep Elementary School

Monthly Cash Flow/Forecast FY26-27

Revised 09/22/26

Actuals Through: 0.

ADA = 261.00

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(90,389)	(380,738)	(274,837)	14,400	(244,129)	(105,682)	264,299	(198,518)	26,542	205,216	11,671	(78,413)	870,097	**19,521**		
Cash flows from operating activities																
Depreciation/Amortization	3,563	3,563	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	-	**57,209**		
Public Funding Receivables	292,102	964	495,195	-	242,550	29,718	270,725	-	-	-	-	-	(916,013)	**415,240**		
Grants and Contributions Rec.		-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	111,871	92,148	-	-	-	-	-	-	-	-	-	-	-	**204,019**		
Prepaid Expenses	(25,469)	(7,156)	-	-	-	-	-	-	-	-	-	-	-	**(32,625)**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(111,455)	(906)	-	-	-	-	-	-	-	-	-	-	45,916	**(66,445)**		
Accrued Expenses	11,463	45,891	-	-	-	-	-	-	-	-	-	-	-	**57,354**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	61,825	32,921	-	-	-	-	-	-	-	-	-	-	-	**94,746**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	(16,128)	-	-	-	-	-	-	-	-	-	-	-	-	**(16,128)**		
Notes Receivable	617	-	-	-	-	-	-	-	-	-	-	-	-	**617**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	238,000	(213,313)	225,366	19,408	3,429	(70,956)	540,032	(193,509)	31,551	210,225	16,680	(73,404)				
Cash, Beginning of Month	5,156,301	5,394,301	5,180,988	5,406,355	5,425,763	5,429,192	5,358,236	5,898,269	5,704,759	5,736,310	5,946,534	5,963,214				
Cash, End of Month	**5,394,301**	**5,180,988**	**5,406,355**	**5,425,763**	**5,429,192**	**5,358,236**	**5,898,269**	**5,704,759**	**5,736,310**	**5,946,534**	**5,963,214**	**5,889,810**				

TEACH Public Schools

Monthly Cash Flow/Forecast FY26-27

Revised 09/22/26

Actuals Through: 0.

ADA = 0.01

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 0.01	
State Aid - Revenue Limit																	
Other Local Revenue																	
8660	Interest Revenue	6,887	7,292	6,748	6,748	6,748	6,748	6,748	6,748	6,748	6,748	6,748	6,748	-	**81,656**	45,972	35,684
8689	Other Fees and Contracts	32,234	93,034	149,847	149,847	149,847	149,847	149,847	149,847	149,847	149,847	149,847	149,847	174,426	**1,798,167**	2,210,873	(412,706)
		39,121	100,326	156,595	156,595	156,595	156,595	156,595	156,595	156,595	156,595	156,595	156,595	174,426	**1,879,823**	**2,256,845**	**(377,022)**
Total Revenue		**39,121**	**100,326**	**156,595**	**156,595**	**156,595**	**156,595**	**156,595**	**156,595**	**156,595**	**156,595**	**156,595**	**156,595**	**174,426**	**1,879,824**	**2,256,846**	**(377,022)**
Expenses																	
Certificated Salaries																	
1170	Teachers' Substitute Hours	-	-	2,095	2,095	2,095	2,095	2,095	2,095	2,095	2,095	2,095	2,095	-	**20,947**	25,137	4,189
1175	Teachers' Extra Duty/Stipends	11,857	-	-	-	-	-	-	-	-	-	-	-	-	**11,857**	-	(11,857)
1300	Administrators' Salaries	39,723	39,723	41,895	41,895	41,895	41,895	41,895	41,895	41,895	41,895	41,895	41,895	-	**498,396**	502,738	4,343
		51,581	39,723	43,990	43,990	43,990	43,990	43,990	43,990	43,990	43,990	43,990	43,990	-	**531,200**	**527,875**	**(3,325)**
Classified Salaries																	
2200	Support Salaries	11,923	9,172	2,486	2,486	2,486	2,486	2,486	2,486	2,486	2,486	2,486	2,486	(21,095)	**24,855**	35,889	11,034
2300	Classified Administrators' Salaries	40,021	30,832	32,470	32,470	32,470	32,470	32,470	32,470	32,470	32,470	32,470	32,470	-	**395,548**	389,635	(5,914)
2400	Clerical and Office Staff Salaries	12,493	9,633	-	-	-	-	-	-	-	-	-	-	-	**22,125**	121,257	99,132
2900	Other Classified Salaries	21,194	16,365	17,240	17,240	17,240	17,240	17,240	17,240	17,240	17,240	17,240	17,240	-	**209,963**	206,886	(3,078)
		85,631	66,001	52,196	52,196	52,196	52,196	52,196	52,196	52,196	52,196	52,196	52,196	(21,095)	**652,492**	**753,666**	**101,174**

TEACH Public Schools

Monthly Cash Flow/Forecast FY26-27

Revised 09/22/26

Actuals Through: 0

ADA = 0.01

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Benefits																	
3101	STRS	9,814	7,549	8,349	8,349	8,349	8,349	8,349	8,349	8,349	8,349	8,349	8,349	-	**100,857**	100,824	(33)
3301	OASDI	5,227	3,949	3,106	3,106	3,106	3,106	3,106	3,106	3,106	3,106	3,106	3,106	-	**40,240**	46,727	6,487
3311	Medicare	1,962	1,490	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	-	**17,051**	18,582	1,531
3401	Health and Welfare	26,993	8,174	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	-	**118,500**	120,000	1,500
3501	State Unemployment	46	46	294	294	294	294	1,470	1,176	588	294	294	294	-	**5,384**	6,850	1,466
3601	Workers' Compensation	-	-	1,313	1,313	1,313	1,313	1,313	1,313	1,313	1,313	1,313	1,313	-	**13,131**	17,942	4,811
3901	Other Benefits	3,620	3,620	4,690	4,690	4,690	4,690	4,690	4,690	4,690	4,690	4,690	4,690	-	**54,135**	64,077	9,942
		47,662	24,827	27,446	27,446	27,446	27,446	28,622	28,328	27,740	27,446	27,446	27,446	-	**349,298**	**375,003**	**25,705**
Books and Supplies																	
4302	School Supplies	-	-	33	33	33	33	33	33	33	33	33	33	-	**333**	400	67
4305	Software	291	245	283	283	283	283	283	283	283	283	283	283	-	**3,369**	3,400	31
4310	Office Expense	3,809	897	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	-	**32,206**	33,000	794
4311	Business Meals	9,086	54	483	483	483	483	483	483	483	483	483	483	-	**13,974**	5,800	(8,174)
4400	Noncapitalized Equipment	-	2,324	1,920	1,920	1,920	1,920	-	-	-	-	-	-	-	**10,004**	9,600	(404)
		13,186	3,520	5,470	5,470	5,470	5,470	3,550	3,550	3,550	3,550	3,550	3,550	-	**59,886**	**52,200**	**(7,686)**
Subagreement Services																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Operations and Housekeeping																	
5201	Auto and Travel	309	1,420	2,991	2,991	2,991	2,991	2,991	2,991	2,991	2,991	2,991	2,991	-	**31,638**	32,900	1,262
5501	Utilities	-	-	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	-	**13,500**	16,200	2,700
5900	Communications	1,841	2,613	1,908	1,908	1,908	1,908	1,908	1,908	1,908	1,908	1,908	1,908	-	**23,538**	22,900	(638)
5901	Postage and Shipping	1,331	21	480	480	480	480	480	480	480	480	480	480	-	**6,152**	4,800	(1,352)
		3,481	4,054	6,729	6,729	6,729	6,729	6,729	6,729	6,729	6,729	6,729	6,729	-	**74,828**	**76,800**	**1,972**
Facilities, Repairs and Other Leases																	
5603	Equipment Leases	-	-	33	33	33	33	33	33	33	33	33	33	-	**333**	400	67
5610	Repairs and Maintenance	149	-	17	17	17	17	17	17	17	17	17	17	-	**315**	200	(115)
		149	-	50	50	50	50	50	50	50	50	50	50	-	**649**	**600**	**(49)**
Professional/Consulting Services																	
5802	Audit & Taxes	-	-	-	1,333	1,333	1,333	-	-	-	-	-	-	-	**4,000**	4,000	-
5803	Legal	-	235	175	175	175	175	175	175	175	175	175	175	-	**1,985**	2,100	115
5804	Professional Development	-	-	2,310	2,310	2,310	2,310	2,310	2,310	2,310	2,310	2,310	2,310	-	**23,100**	23,100	-
5805	General Consulting	-	-	250	250	250	250	250	250	250	250	250	250	-	**2,500**	2,500	-
5806	Special Activities/Field Trips	-	531	-	-	-	-	-	-	-	-	-	-	-	**531**	-	(531)
5807	Bank Charges	-	-	230	230	230	230	230	230	230	230	230	230	-	**2,300**	2,300	-
5808	Printing	-	-	180	180	180	180	180	180	180	180	180	180	-	**1,800**	1,800	-
5809	Other taxes and fees	481	75	270	270	270	270	270	270	270	270	270	270	-	**3,256**	2,700	(556)
5811	Management Fee	-	-	77	77	77	77	77	77	77	77	77	77	-	**766**	920	153
5815	Public Relations/Recruitment	-	-	80	80	80	80	80	80	80	80	80	80	-	**800**	800	-
		481	841	3,572	4,905	4,905	4,905	3,572	3,572	3,572	3,572	3,572	3,572	-	**41,038**	**40,220**	**(818)**
Depreciation																	
6900	Depreciation Expense	3,182	3,182	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	-	**40,864**	41,400	536
		3,182	3,182	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	-	**40,864**	**41,400**	**536**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Total Expenses		**205,352**	**142,148**	**142,902**	**144,235**	**144,235**	**144,235**	**142,158**	**141,864**	**141,276**	**140,982**	**140,982**	**140,982**	**(21,095)**	**1,750,256**	**1,867,765**	**117,509**
Monthly Surplus (Deficit)		**(166,231)**	**(41,822)**	**13,693**	**12,360**	**12,360**	**12,360**	**14,437**	**14,731**	**15,319**	**15,613**	**15,613**	**15,613**	**195,521**	**129,568**	**389,081**	**(259,513)**

TEACH Public Schools

Monthly Cash Flow/Forecast FY26-27

Revised 09/22/26

Actuals Through: 0.

ADA = 0.01

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(166,231)	(41,822)	13,693	12,360	12,360	12,360	14,437	14,731	15,319	15,613	15,613	15,613	195,521	**129,568**		
Cash flows from operating activities																
Depreciation/Amortization	3,182	3,182	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	-	**40,864**		
Public Funding Receivables	-	-	-	-	-	-	297,370	-	-	-	-	-	(174,426)	**122,944**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	(193,686)	(250,315)	-	-	-	-	-	-	-	-	-	-	-	**(444,001)**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(18,533)	(60)	-	-	-	-	-	-	-	-	-	-	(21,095)	**(39,688)**		
Accrued Expenses	(101,164)	172,196	-	-	-	-	-	-	-	-	-	-	-	**71,032**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	3,000	-	-	-	-	-	-	-	-	-	-	-	**3,000**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	(476,432)	(113,819)	17,143	15,810	15,810	15,810	315,257	18,181	18,769	19,063	19,063	19,063				
Cash, Beginning of Month	2,367,750	1,891,318	1,777,499	1,794,642	1,810,452	1,826,262	1,842,072	2,157,329	2,175,510	2,194,279	2,213,342	2,232,406				
Cash, End of Month	**1,891,318**	**1,777,499**	**1,794,642**	**1,810,452**	**1,826,262**	**1,842,072**	**2,157,329**	**2,175,510**	**2,194,279**	**2,213,342**	**2,232,406**	**2,251,469**				

Wooten Avila LLC

Budget vs Actual

For the period ended August 31, 2026

	Current Period Actual	Current Year Actual
Revenue		
Other Local Revenue		
Lease and Rental Income	108,263.74	216,527.48
Interest Revenue	729.73	1,346.20
Net Increase (Decrease) in the Fair Value of Investments	(581.28)	(2,609.94)
Total Other Local Revenue	108,412.19	215,263.74
Total Revenue	108,412.19	215,263.74
Expenses		
Operations & Housekeeping		
Bond Amortization Expense	1,050.26	2,100.52
Total Operations & Housekeeping	1,050.26	2,100.52
Depreciation		
Depreciation Expense	63,392.63	126,785.26
Total Depreciation	63,392.63	126,785.26
Interest		
Interest Expense	85,287.01	170,574.02
Total Interest	85,287.01	170,574.02
Total Expenses	149,729.90	299,459.80
Change in Net Assets	**(41,317.71)**	**(84,196.06)**
Net Assets, Beginning of Period	**(2,976,694.71)**	**(2,933,816.36)**
Net Assets, End of Period	**$ (3,018,012.42)**	**$ (3,018,012.42)**

TEACH Foundation Inc.

Budget vs Actual

For the period ended August 31, 2026

	Current Period Actual	Current Year Actual
Net Assets, Beginning of Period	**2,337.00**	**2,337.00**
Net Assets, End of Period	**$ 2,337.00**	**$ 2,337.00**

C & M LLC

Budget vs Actual

For the period ended August 31, 2026

	Current Period Actual	Current Year Actual
Revenue		
Other Local Revenue		
Lease and Rental Income	71,785.73	143,571.46
Interest Revenue	1,048.18	1,877.81
Net Increase (Decrease) in the Fair Value of Investments	(615.38)	(2,807.49)
Total Other Local Revenue	72,218.53	142,641.78
Total Revenue	72,218.53	142,641.78
Expenses		
Operations & Housekeeping		
Bond Amortization Expense	711.84	1,423.68
Total Operations & Housekeeping	711.84	1,423.68
Depreciation		
Depreciation Expense	27,221.22	54,442.44
Total Depreciation	27,221.22	54,442.44
Interest		
Interest Expense	56,777.03	113,554.06
Total Interest	56,777.03	113,554.06
Total Expenses	84,710.09	169,420.18
Change in Net Assets	**(12,491.56)**	**(26,778.40)**
Net Assets, Beginning of Period	**(1,552,765.17)**	**(1,538,478.33)**
Net Assets, End of Period	**$ (1,565,256.73)**	**$ (1,565,256.73)**

TEACH, Inc.

Statement of Financial Position

August 31, 2026

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila LLC	TEACH Foundation Inc.	Total
Assets								
Current Assets								
Cash & Cash Equivalents	$ 5,395,911	$ 7,236,894	$ 5,180,989	$ 1,777,499	$ 32,568	$ 43,970	$ 0	$ 19,667,830
Accounts Receivable	600,683	334,730	129,832	6,429	3,323	82,197	2,337	1,159,532
Public Funding Receivables	715,482	296,159	277,025	0	0	0	0	1,288,665
Due To/From Related Parties	1,305,452	(720,571)	(410,938)	234,708	(829,120)	420,468	0	0
Prepaid Expenses	95,419	84,413	42,249	8,938	0	0	0	231,019
Total Current Assets	8,112,947	7,231,625	5,219,157	2,027,574	(793,229)	546,635	2,337	22,347,046
Long-term Assets								
Property & Equipment, Net	373,020	240,243	175,094	61,695	8,864,523	17,012,332	0	26,726,908
Right-Of-Use Asset, Net	17,385,282	15,103,813	11,370,035	0	0	0	0	43,859,129
Deposits	0	162,517	99,750	8,750	0	3,625	0	274,642
Deferred Lease Asset	0	0	0	0	166,835	(39,943)	0	126,892
Investments	0	0	0	0	506,269	484,404	0	990,674
Securities	0	0	0	0	856,089	1,790,938	0	2,647,025
Securities Premium	0	0	0	0	1,093	(918)	0	176
Total Long-term Assets	17,758,302	15,506,573	11,644,879	70,445	10,394,809	19,250,438	0	74,625,446
Total Assets	**$ 25,871,249**	**$ 22,738,198**	**$ 16,864,036**	**$ 2,098,019**	**$ 9,601,580**	**$ 19,797,073**	**$ 2,337**	**$ 96,972,492**
Liabilities								
Current Liabilities								
Accounts Payable	$ (4,469)	$ 17,603	$ (542)	$ 0	$ 0	$ 0	$ 0	$ 12,592
Accrued Liabilities	242,983	222,594	865,624	1,379,238	0	0	0	2,710,439
Interest Payable	0	0	0	0	168,236	179,083	0	347,319
Deferred Revenue	1,103,227	53,946	1,376,556	3,000	0	0	0	2,536,730
Other Short-term Liabilities	358,702	309,426	213,841	0	0	0	0	881,969
Total Current Liabilities	1,700,443	603,569	2,455,479	1,382,238	168,236	179,083	0	6,489,049
Long-term Liabilities								
Notes Payable, Net of Current Portion	0	0	0	0	0	141,967	0	141,967
Bonds Payable	0	0	0	0	11,375,000	21,295,000	0	32,670,000
Bond Issue Cost	0	0	0	0	(207,383)	(401,199)	0	(608,583)
Discount on Bonds	0	0	0	0	(169,016)	0	0	(169,016)
Premium on Bonds	0	0	0	0	0	1,600,234	0	1,600,234
Other Long-term Liabilities	17,175,858	14,784,855	11,174,097	0	0	0	0	43,134,810
Total Long-term Liabilities	17,175,858	14,784,855	11,174,097	0	10,998,601	22,636,002	0	76,769,412
Total Liabilities	**18,876,301**	**15,388,424**	**13,629,576**	**1,382,238**	**11,166,837**	**22,815,085**	**0**	**83,258,461**
Net Asset	**6,994,947**	**7,349,774**	**3,234,461**	**715,781**	**(1,565,257)**	**(3,018,012)**	**2,337**	**13,714,031**
Liabilities & Net Assets	**$ 25,871,249**	**$ 22,738,198**	**$ 16,864,036**	**$ 2,098,019**	**$ 9,601,580**	**$ 19,797,073**	**$ 2,337**	**$ 96,972,492**

TEACH, Inc.

Statement of Cash Flows

For the period ended August 31, 2026

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila LLC	TEACH Foundation Inc.	Total
Cash Flows from Operating Activites								
Change in Net Assets	$ (451,686)	$ (315,751)	$ (380,738)	$ (41,822)	$ (12,492)	$ (41,318)	$ 0	$ (1,243,806)
Adjustments								
Depreciation	7,476	5,834	3,563	3,182	27,222	63,393	0	110,669
(Increase) Decrease in Operating Assets								
Public Funding Receivables	1,666	1,369	964	0	0	0	0	3,999
Due from Related Parties	(19,495)	177,553	92,148	(250,315)	21	87	0	0
Prepaid Expenses	(14,312)	(14,313)	(7,156)	0	0	0	0	(35,781)
Other Assets	0	0	0	0	(72,308)	(113,270)	0	(185,579)
Increase (Decrease) in Operating Liabilities								
Accounts Payable	(5,066)	(1,636)	(906)	(61)	0	0	0	(7,669)
Accrued Expenses	72,646	60,833	45,891	172,196	0	0	0	351,566
Deferred Revenue	26,896	3,673	32,921	3,000	0	0	0	66,490
Other Liabilities	0	0	0	0	56,790	90,592	0	147,383
Total Cash Flows from Operating Activites	**(381,875)**	**(82,438)**	**(213,313)**	**(113,820)**	**(767)**	**(516)**	**0**	**(792,728)**
Cash Flows from Investing Activities								
Purchase of Securities	0	0	0	0	615	581	0	1,197
Total Cash Flows from Investing Activities	**0**	**0**	**0**	**0**	**615**	**581**	**0**	**1,197**
Cash Flows from Financing Activities								
Proceeds from (Payments on) Long-term Debt	0	0	0	0	151	(66)	0	86
Total Cash Flows from Financing Activities	**0**	**0**	**0**	**0**	**151**	**(66)**	**0**	**86**
Change in Cash and Cash Equivalents	**(381,875)**	**(82,438)**	**(213,313)**	**(113,820)**	**0**	**0**	**0**	**(791,446)**
Cash & Cash Equivalents, Beginning of Period	**5,777,786**	**7,319,331**	**5,394,302**	**1,891,319**	**32,568**	**43,970**	**0**	**20,459,276**
Cash & Cash Equivalents, End of Period	**$ 5,395,911**	**$ 7,236,894**	**$ 5,180,989**	**$ 1,777,499**	**$ 32,568**	**$ 43,970**	**$ 0**	**$ 19,667,830**

Teach Academy of Technology

Check Register

For the period ended August 31, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount	Vendor Name
122238200000501	Pacific Business Technologies North	Copier Leased - 06/01/26 - 07/01/26	08/07/2026	$ 2,507.06	9003-101-PWB x7843
122238200000502	InTCHSolutions Corporation	IT Svcs - Basic Maintenance	08/07/2026	8,000.00	9003-101-PWB x7843
122238200000503	Irresistible Cleaning Inc LLC	Janitorial Svcs	08/07/2026	19,317.95	9003-101-PWB x7843
122238200000504	Skyline Security Services LLC	Crossing Guard Svcs	08/07/2026	547.56	9003-101-PWB x7843
122238200000505	Amazon Capital Services	School Supplies	08/12/2026	2,667.78	9003-101-PWB x7843
122238200000506	Build Right LA	Maintenance Svcs	08/12/2026	5,850.00	9003-101-PWB x7843
122238200000507	Jennifer Olguin	Consulting Svcs - 07/01/26 - 07/31/26	08/12/2026	2,000.00	9003-101-PWB x7843
122238200000508	Build Right LA	Maintenance Svcs	08/21/2026	936.00	9003-101-PWB x7843
122238200000509	Charter Impact, LLC	Payroll Svcs - 08/26	08/21/2026	25,408.25	9003-101-PWB x7843
122238200000510	Chartersafe	Package Premium - 09/26	08/21/2026	31,771.00	9003-101-PWB x7843
122238200000511	FCOC Transportation	Transportation Svcs - 08/12/26 - 08/14/26	08/21/2026	3,900.00	9003-101-PWB x7843
122238200000512	McGraw Hill LLC	Subscription 3 Yr - 08/12/26 - 08/12/29	08/21/2026	535.50	9003-101-PWB x7843
122238200000516	iKreate Design & Print LLC	Printing Svcs - 08/03/26	08/28/2026	12,961.48	9003-101-PWB x7843
122238200000517	McGraw Hill LLC	Subscriptions (3 YR) - Student Bundle	08/28/2026	190,322.83	9003-101-PWB x7843
122238200000518	Skyline Security Services LLC	Crossing Guard Svcs - 08/12/26 - 08/14/26	08/28/2026	11,411.73	9003-101-PWB x7843
122238200000519	Irresistible Cleaning Inc LLC	Janitorial Svcs - 08/01/26 - 08/15/26	08/28/2026	8,275.15	9003-101-PWB x7843
64827	Avela, Inc.	License (4) - 07/01/26 - 06/30/27	08/07/2026	17,750.00	9003-101-PWB x7843
64828	Jackson Lewis P.C.	Legal Svcs - 06/02/26 - 06/25/26	08/07/2026	1,219.50	9003-101-PWB x7843
64829	Jovanny De Leon	Taco Stand (130)	08/07/2026	2,700.00	9003-101-PWB x7843
64830	Orkin	Pest Control Svcs	08/07/2026	195.46	9003-101-PWB x7843
64831	STS Education	Jar Systems Custom Elevate Max USB-C Charging Cart 36 (3)	08/07/2026	34,480.96	9003-101-PWB x7843
64832	TreviPay	School Supplies	08/07/2026	1,987.73	9003-101-PWB x7843
64833	Amtech Elevator Services x6685	Maintenance Svcs - 07/22/26	08/12/2026	1,339.75	9003-101-PWB x7843
64834	EMCOR Services Mesa Energy Systems, Inc.	Maintenance Svcs - 07/27/26	08/12/2026	1,550.00	9003-101-PWB x7843
64835	Staples	Office Supplies	08/12/2026	1,443.16	9003-101-PWB x7843
64836	Thrively	Thrively School Pro Subscription - 07/01/26 - 06/30/27	08/12/2026	16,500.00	9003-101-PWB x7843
64837	Aeries Software Inc	License - 07/01/26 - 06/30/27	08/21/2026	32,112.98	9003-101-PWB x7843
64838	Charter Communications	Communication Svcs - 08/01/26 - 08/31/26	08/21/2026	574.54	9003-101-PWB x7843
64839	Delta Distributing	Office Supplies	08/21/2026	650.27	9003-101-PWB x7843
64840	Diaz Locksmith	Maintenance Svcs	08/21/2026	536.00	9003-101-PWB x7843
64841	Document Tracking Services	Document Tracking Svcs - 10/01/26 - 10/01/27	08/21/2026	3,410.00	9003-101-PWB x7843
64842	EMCOR Services Mesa Energy Systems, Inc.	Maintenance Agreement - 08/01/26 - 10/31/26	08/21/2026	4,650.00	9003-101-PWB x7843
64843	Palms Tree Care	Maintenance Svcs - 05/26 - 07/26	08/21/2026	2,880.00	9003-101-PWB x7843
64844	Revolution Foods, PBC	Food Svcs - 07/01/26 - 07/31/26	08/21/2026	10,924.29	9003-101-PWB x7843
64845	Staples	Office Supplies	08/21/2026	3,505.77	9003-101-PWB x7843
64846	Staples	Office Supplies	08/21/2026	202.38	9003-101-PWB x7843
64847	TASC	Participant Fee - 07/01/26 - 07/31/26	08/21/2026	600.00	9003-101-PWB x7843
64848	TreviPay	Office Supplies	08/21/2026	583.63	9003-101-PWB x7843
64849	Wells Fargo Vendor Financial Services LLC	Copier Lease - 08/03/26 - 09/02/26	08/21/2026	1,355.40	9003-101-PWB x7843
64850	After-School All-Stars, Los Angeles	Enrichment Svcs - 05/01/26 - 05/31/26	08/28/2026	24,452.67	9003-101-PWB x7843
64851	City of Los Angeles - Office of Finance	Estimate Assessment	08/28/2026	1,959.08	9003-101-PWB x7843
64852	Department of Labor & Industries	Worker Comp. Quarterly Report - 06/30/26	08/28/2026	243.08	9003-101-PWB x7843
64853	Jackson Lewis P.C.	Legal Svcs - 07/09/26 - 07/31/26	08/28/2026	3,037.50	9003-101-PWB x7843
64854	Orange County Dept. of Education	AP Government and Politics - 07/20/26	08/28/2026	700.00	9003-101-PWB x7843
64855	Orkin	Pest Control Svcs	08/28/2026	195.46	9003-101-PWB x7843
64856	PlanConnect	License - 07/26	08/28/2026	187.50	9003-101-PWB x7843
64857	Staples	Office Supplies	08/28/2026	71.56	9003-101-PWB x7843
ACH	PlanConnect	403B & 457 Pay Date: 07/31/26	08/03/2026	8,802.21	9003-101-PWB x7843
ACH	The Gas Company	Utility Svcs - 06/19/26 - 07/21/26	08/10/2026	16.49	9003-101-PWB x7843
ACH	LADWP - 0000	Utility Svcs - 05/30/26 - 07/29/26	08/13/2026	198.65	9003-101-PWB x7843
ACH	LADWP - 7788	Utility Svcs - 07/01/26 - 07/29/26	08/13/2026	670.85	9003-101-PWB x7843
ACH	LADWP - 4653	Utility Svcs - 06/27/26 - 07/28/26	08/13/2026	6,677.29	9003-101-PWB x7843
ACH	LADWP - 7514	Utility Svcs - 05/29/26 - 07/30/26	08/14/2026	81.39	9003-101-PWB x7843
ACH	SoCalGas	Utility Svcs -06/11/26 - 07/13/26	08/04/2026	16.39	9012-101-PWB x7835
			Total Disbursements	**$ 514,874.23**	

Teach Tech High School

Check Register

For the period ended August 31, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount	Vendor Name
122238200000330	Irresistible Cleaning Inc LLC	Janitorial Svcs	08/07/2026	$ 11,542.96	9004-102-PWB x7868
122238200000331	Pacific Business Technologies North	Sales Taxes - 06/01/26 - 07/01/26	08/07/2026	1,325.79	9004-102-PWB x7868
122238200000332	Vista Higher Learning	Textbooks (30) - Encuentros 2022 L3	08/07/2026	2,829.66	9004-102-PWB x7868
122238200000333	Amazon Capital Services	Office Supplies	08/12/2026	5,214.56	9004-102-PWB x7868
122238200000334	Build Right LA	Maintenance Svcs	08/12/2026	1,440.00	9004-102-PWB x7868
122238200000335	McGraw Hill LLC	Subscription 3 Yr	08/21/2026	5,775.30	9004-102-PWB x7868
122238200000336	Scoot Education Inc.	Substitute Svcs - 08/05/26 - 08/07/26	08/21/2026	1,302.00	9004-102-PWB x7868
122238200000337	Vista Higher Learning	Textbooks (225)	08/21/2026	9,238.75	9004-102-PWB x7868
122238200000338	Scoot Education Inc.	Substitute Svcs - 08/10/26 - 08/14/26	08/28/2026	2,227.44	9004-102-PWB x7868
122238200000339	McGraw Hill LLC	Subscriptions (3 YR) - Student Bundle	08/28/2026	139,059.39	9004-102-PWB x7868
122238200000340	Irresistible Cleaning Inc LLC	Janitorial Svcs - 08/01/26 - 08/15/26	08/28/2026	7,106.31	9004-102-PWB x7868
73308	Apple Inc.	5-PK MBA 13.6 STL/8C GPU/16GB/512GB-USA (20)	08/07/2026	7,393.00	9004-102-PWB x7868
73309	Endless Creations	Photographer - 05/09/26	08/07/2026	310.00	9004-102-PWB x7868
73310	Orkin	Pest Control Svcs	08/07/2026	377.97	9004-102-PWB x7868
73311	SoCalGas	Utility Svcs - 06/19/26 - 07/21/26	08/07/2026	17.19	9004-102-PWB x7868
73312	TreviPay	School Supplies	08/07/2026	161.62	9004-102-PWB x7868
73313	Kajeet, Inc	Communication Svcs	08/12/2026	2,910.99	9004-102-PWB x7868
73314	Nashan Wilson	Reimb - Professional Development - Beginning Teacher Program -	08/12/2026	3,000.00	9004-102-PWB x7868
73315	Staples	GEN5 DTC VAC +7 ACC PURPLE (1)	08/12/2026	4,884.27	9004-102-PWB x7868
73316	TreviPay	School Supplies	08/12/2026	571.43	9004-102-PWB x7868
73317	Charter Communications	Communication Svcs - 08/01/26 - 08/31/26	08/21/2026	169.98	9004-102-PWB x7868
73318	EMCOR Services Mesa Energy Systems, Inc.	Maintenance Agreement - 08/01/26 - 10/31/26	08/21/2026	2,467.00	9004-102-PWB x7868
73319	Orkin	Pest Control Svcs	08/21/2026	585.16	9004-102-PWB x7868
73320	Staples	Office Supplies	08/28/2026	41.43	9004-102-PWB x7868
ACH	Golden State Water Company	Utilities svcs 06/10/26 - 07/13/26	08/06/2026	61.53	9004-102-PWB x7868
ACH	Golden State Water Company	Utility Svcs - 06/12/26 - 07/13/26	08/10/2026	37.82	9004-102-PWB x7868
ACH	Golden State Water Company	Utility Svcs - 06/11/26 - 07/13/26	08/10/2026	874.05	9004-102-PWB x7868
			Total Disbursements	**$ 210,925.60**	

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

Check Register

For the period ended August 31, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount	Vendor Name
11506	EMCOR Services Mesa Energy Systems, Inc.	Maintenance Svcs - 07/20/26	08/07/2026	$ 1,000.00	9007-104-PWB x1471
11507	Orkin	Pest Control Svcs	08/07/2026	240.22	9007-104-PWB x1471
11508	STS Education	IT Svcs	08/07/2026	48,059.86	9007-104-PWB x1471
11509	Impact Facilities Services Inc.	Janitorial Svcs	08/12/2026	18,621.21	9007-104-PWB x1471
11510	De Lage Landen Financial Services, Inc.	Sales Taxes - 08/01/26 - 08/31/26	08/21/2026	320.65	9007-104-PWB x1471
11511	EMCOR Services Mesa Energy Systems, Inc.	Maintenance Svcs - 08/10/26	08/21/2026	1,561.00	9007-104-PWB x1471
11512	Staples	Office Supplies	08/21/2026	1,369.68	9007-104-PWB x1471
11513	Impact Facilities Services Inc.	Janitorial Svcs - 08/26	08/28/2026	4,312.00	9007-104-PWB x1471
11514	Orkin	Pest Control Svcs	08/28/2026	127.83	9007-104-PWB x1471
11515	Scholastic Inc.	Curriculum (347)	08/28/2026	1,520.64	9007-104-PWB x1471
11516	Staples	Office Supplies	08/28/2026	2,372.27	9007-104-PWB x1471
11517	STS Education	Promethean Bundle -Promethean Mobile Stand (3)	08/28/2026	4,065.82	9007-104-PWB x1471
122238200000264	Pacific Business Technologies North	Sales Taxes - 06/01/26 - 07/01/26	08/07/2026	906.47	9007-104-PWB x1471
122238200000265	Amazon Capital Services	Office Supplies	08/12/2026	10,140.67	9007-104-PWB x1471
122238200000266	Build Right LA	Janitorial Svcs	08/12/2026	500.00	9007-104-PWB x1471
122238200000267	McGraw Hill LLC	Subscription 3 Yr - 07/31/26 - 07/31/29	08/21/2026	25,322.55	9007-104-PWB x1471
122238200000268	Comprehensive Therapy Associates Inc	SpEd Svcs - 07/06/26 - 07/10/26	08/28/2026	2,268.00	9007-104-PWB x1471
122238200000269	McGraw Hill LLC	Textbooks	08/28/2026	55,281.79	9007-104-PWB x1471
ACH	LADWP - 0000	Utility Svcs -	08/14/2026	3,561.07	9007-104-PWB x1471
ACH	Republic Services #902	Janitorial/Trash Removal Services Payment Aug26	08/21/2026	1,153.68	9007-104-PWB x1471
			Total Disbursements	**$ 182,705.41**	

Teach Public Schools

Check Register

For the period ended August 31, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount	Bank
122238200000145	Pacific Business Technologies North	Copier Lease - 06/01/26 - 07/01/26	08/07/2026	$ 60.48	9005-100-PWB x7850
122238200000146	Amazon Capital Services	Office Supplies	08/12/2026	2,919.91	9005-100-PWB x7850
122238200000147	Enrique Robles	Reimb - Mileage - 05/21/26	08/12/2026	432.30	9005-100-PWB x7850
81951	Maria Pimienta	Reimb - Travel - Expedia - 07/14/26	08/12/2026	1,041.85	9005-100-PWB x7850
81952	Young, Minney & Corr LLP	Legal Svcs - 07/06/26 - 07/10/26	08/12/2026	234.75	9005-100-PWB x7850
81953	Zoom Video Communications, Inc.	Communication Svcs - 07/01/26 - 07/31/26	08/28/2026	7.36	9005-100-PWB x7850
			Total Disbursements	**$ 4,696.65**	

Teach Academy of Technology

Accounts Payable Aging

For the period ended August 31, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Bay Alarm Company	20672351	06/27/2023	$ (159)	$ -	$ -	$ -	$ -	$ (159)
Bay Alarm Company	3384134	06/27/2023	(886)	-	-	-	-	(886)
Bay Alarm Company	23048789	07/18/2026	-	-	300	-	-	300
Charter Communications	0022214032224	04/21/2024	(1,764)	-	-	-	-	(1,764)
Total Outstanding Invoices			**$ (2,809)**	**$ -**	**$ 300**	**$ -**	**$ -**	**$ (2,509)**

Teach Tech High School

Accounts Payable Aging

For the period ended August 31, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Apple Inc.	MC84995543	08/06/2026	$ -	$ 16,726	$ -	$ -	$ -	$ 16,726
Apple Inc.	MC84995543	08/06/2026	-	2,320	-	-	-	2,320
Charter Communications	236562801020126	03/03/2026	(359)	-	-	-	-	(359)
Total Outstanding Invoices			**$ (359)**	**$ 19,046**	**$ -**	**$ -**	**$ -**	**$ 18,687**

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Set by Authorizer	**Unaudited Actual Reports** - Annual unaudited financial statements for the preceding year are due by date set by the charter authorizer (no later than September 15th).	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/sf/fr/csalternative.asp
FINANCE	Board approval before Sept 30	**Prop 28 Annual Report -** This annual report must be board approved, submitted to the CDE through the Arts and Music in Schools Portal, and posted to the LEA's website. The mandated information for this report includes: The number of full-time equivalent teachers, classified personnel, and teaching aides; The number of pupils served; The number of school sites providing arts education programs with AMS funds.	Charter Impact with TEACH support	Yes	No	https://www.cde.ca.gov/eo/in/prop28artsandmusicedfunding.asp
FINANCE	Sep-15	**Education Protection Account (EPA) Final Expenditures** - All charter schools are required to report on their websites an accounting of how much money was received from the EPA and how that money was spent. This is commonly approved by the school's Board following the Unaudited Actuals Report.	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/aa/pa/pafaq.asp
FINANCE	Sep-30	**Arts, Music, and Instructional Materials Digital Final Expenditure Report -** A final expenditure report needs to be submitted to CDE no later than September 30, 2026, or, for a charter school that closes before June 30, 2026, within 60 days of ceasing operations. CDE will initiate collection of any unexpended funds. Any LEA that does not submit a final expenditure report forfeits all funds that were allocated.	Charter Impact	No	No	https://www.cde.ca.gov/ci/cr/cf/artsmusicimblockgrant.asp
FINANCE	Sep-30	**ELO-P Expenditure Reporting -** Reporting due for 2024-25 grant final expenditures through June 30. 2026. CDE shall initiate collection of any unexpended funds.	Charter Impact	No	No	https://www2.cde.ca.gov/elop/
FINANCE	Sep-30	**The Educator Effectiveness Funds (EEF) Annual Report** - Annual report due each year on Sep 30th through 2026. Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the CDE.	Charter Impact with TEACH support	No	No	https://www2.cde.ca.gov/eefannual/
DATA TEAM	Oct-07	**California Basic Educational Data System (CBEDS) Information Day -** The first Wed in Oct is CBEDS Information Day, used to collect information on student and staff demographics. Schools must complete the School Information Form (SIF). The SIF is used to report the count of classified staff, kindergarten program type, educational calendars, work visa applications, multilingual instructional programs, and languages of instruction. Data is due to CDE on **November 20th.**	TEACH	No	No	http://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-07	**Title III English Learner Program Annual Online Report -** Title III English Learner (EL) Program subgrantees are required to report on the language instruction educational programs (LIEPs) and activities related to the teaching and learning of EL students. The online reporting system will be available to your LEA through October 7, 2026.	TEACH	No	No	https://www.cde.ca.gov/sp/ml/elannualonlinerpt.asp
FINANCE	Oct-15	**Comprehensive Support and Improvement (CSI) FInal Reporting (Subgrant End Date 9/30/26) -** 2024 Subgrant Final Expenditures Report and Subgrant Performance Report - Actual expenditures for each performance period within the grant period shall be reported to the California Department of Education (CDE) as part of regular grant management and administration.	Charter Impact with TEACH support	No	No	https://www.cde.ca.gov/sp/sw/t1/csileagrantrpt.asp
FINANCE	Oct-31	**LCAP Upload to the California School Dashboard** California Education Code Section 52065(c)(1) requires all LEAs upload their most recent Local Control and Accountability Plan (LCAP) to the California School Dashboard (Dashboard. The LCAP upload submission window will be open from October 13 through October 31, 2026. For further information regarding Dashboard Coordinators or the LCAP upload, please contact the Local Agency Systems Support Office by email at LCFF@cde.ca.gov.	TEACH	No	No	
DATA TEAM	Oct-31	**CBEDS-ORA -** Collection of FTE of classified staff, estimated teacher hires, Kindergarten program types, H-1B work visa application, education calendar, multilingual instructional programs, languages of instruction and district of choice transfer requests and transportation data**.**	TEACH	No	No	https://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-31	**Federal Cash Management - Period 2 -** Charter schools that are awarded a grant under any of these programs: **Title I, Title II, Title III and Title IV** must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	http://www.cde.ca.gov/fg/aa/cm/
FINANCE	Oct-31	**ASES -1st Quarter Expenditure Report -** The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade (K-9).	TEACH with After School Provider and Charter Impact Support	No	No	http://www.cde.ca.gov/ls/ba/as/
FINANCE	Oct-31	**Comprehensive Support and Improvement (CSI) Expenditure Reporting - 2025 Subgrant Report -** Actual expenditures for each performance period within the grant period shall be reported to the California Department of Education (CDE) as part of regular grant management and administration.	Charter Impact with TEACH support	No	No	https://www.cde.ca.gov/sp/sw/t1/csileagrantrpt.asp
FINANCE	Oct-31	**Collect National School Lunch Program (NSLP) applications** - Schools must collect or receive National School Lunch Program (NSLP) applications by October 31. Schools may process those applications after October 31, and if students are found to be eligible for free or reduced-price meals (FRPMs), those schools may update FRPM program records for eligible students with a start date before Census Day.	TEACH	No	No	https://www.cde.ca.gov/fg/aa/nt/index.asp?tabsection=1
DATA TEAM	Oct-31	**Complete 20-Day Attendance Report -** Charter schools in their first year of operation that begin instruction by September 30th, and continuing charter schools that are expanding by adding one or more grade levels, may apply for a special advance on their funding for LCFF State Aid and EPA State Aid. The special advance is based on actual ADA and pupil demographic data for the first 20 days of student instruction.	TEACH	No	Yes	https://www.cde.ca.gov/fg/aa/pa/csfunding.asp?tabsection=2
DATA TEAM	Oct-31	**Collect Alternative Income Forms from Families** Alternative income forms can be used in place of, or in conjunction with, federal meal applications to determine students whose household income meets FRPM eligibility levels. Determination is required to calculate UPC (Unduplicated Pupil Count) for Supplemental and Concentration funding, as well as other state grants.	TEACH	No	No	https://www.cde.ca.gov/fg/aa/pa/altincomeforms.asp
DATA TEAM	Nov-15	**Complete Nutrition Verification process (requirement of School Nutrition Program) -** Verification is the annual, mandatory process that confirms the eligibility of a sample of completed household meal eligibility applications in the National School Lunch and School Breakfast Programs. Each LEA must select and verify a sample of applications approved for free and reduced-price meal benefits. The required sample size of applications to be verified is based on the number of approved applications on file on October 1.	TEACH	No	Yes	https://www.cde.ca.gov/ls/nu/sn/verificationreport.asp

FINANCE	Nov-15	**Review and/or Update Non-Profit IRS Form 990 Policies - although not required, it is recommended to review these policies annually.** The IRS Form 990 is the annual information return filed by most non-profit charter schools. The IRS Form 990 includes a Governance, Management and Disclosure section. Charter Schools are required to disclose the following policies: Conflict of Interest Policy, Whistleblower Policy, Document Retention and Destruction Policy, Expense Reimbursement Policy, Gift Receiving Policy, and Compensation Approval Policy. A Form 990 must be filed by the 15th day of the 5th month after the close of the NPO's fiscal year. **Most schools extend this deadline to the following May 15th.**	TEACH	Yes	No	http://www.publiccounsel.org/useful_materials?id=0025
FINANCE	Nov-30	**Universal PreKindergarten (UPK) Planning and Implementation Grant Expenditure report #7** - Report 65 for resource code 6053 - Expenditure reports for the reporting period of November 1, 2025, to June 30, 2026. If your LEA or COE missed the reporting window for previous reports, or needs to submit a revision, please use the same link below to submit a separate report at this time. Charter schools that have informed the CDE of their intent to return these funds are not required to submit this report. If the LEA has spent all UPK P&I grant funds, they are not required to submit any further expenditure reports. Additional information: https://www.cde.ca.gov/ci/gs/em/upkpi.asp	Charter Impact with TEACH support	No	No	https://www.cde.ca.gov/ci/gs/em/kinderfaq.asp
FINANCE	Set by Authorizer (by Dec 15)	**1st Interim Financial Report -** Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report for the period ending October 31 is due by the date set by the charter authorizer (no later than December 15th).	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp

Coversheet

Updated CMO Agreements

Section:	III. Items for Potential Action
Item:	I. Updated CMO Agreements
Purpose:	Vote
Submitted by:	
Related Material:	TEACH_Academy_CMO_Agreement_UPDATED.docx TEACH_Tech_CMO_Agreement_UPDATED.docx

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 September 29, 2026, 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 September 29, 2026, 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 & Strategic Initiatives Officer (CASIO), with decisions regarding the Principal's employment status made by the Executive Director based on CASIO'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 & Strategic Initiatives (CASIO) 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 an internal management services fee in the amount of 8.5% of the School’s Local Control Funding Formula (LCFF) revenue for the fiscal year, as determined by generally accepted accounting principles and State school funding methodologies. This fee rate is effective October 1, 2026.

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 September 29, 2026, 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: _____

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 September 29, 2026, 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.

---

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 September 29, 2026, 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;

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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;
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14. Instructional leadership and school improvement support through the Chief Academic & Strategic Initiatives (CASIO) 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

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In consideration of the services rendered by TEACH Public Schools, the School shall allocate an internal management services fee in the amount of 8.5% of the School’s Local Control Funding Formula (LCFF) revenue for the fiscal year, as determined by generally accepted accounting principles and State school funding methodologies. This fee rate is effective October 1, 2026.

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

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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 September 29, 2026, 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: _____

Coversheet

TEACH Fiscal Policy Revision

Section:	III. Items for Potential Action
Item:	J. TEACH Fiscal Policy Revision
Purpose:	Vote
Submitted by:	
Related Material:	TEACH_Fiscal_Policy_FY2026-27.docx

TEACH Inc.

TEACH Public Schools

Fiscal Policies and Procedures

Fiscal Year 2026–27

Board Adopted: September 29, 2026

(Prior adoption: May 26, 2026)

1. OVERVIEW, GOVERNANCE AND INTERNAL CONTROLS

The Board of TEACH Inc. (a 501(c)(3) nonprofit public benefit corporation that holds the three TEACH charters and operates a charter management organization (CMO) — TEACH Public Schools — the charter schools, and other educational programs), governing TEACH Academy of Technologies ("TEACH Academy"), TEACH Tech High School ("TEACH Tech") and TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School ("TEACH Prep") (collectively, "TEACH") has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of the Organization to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

- The Board approves financial policies and procedures, delegates administration of the policies and the procedures to the Executive Director/Chief Executive Officer (ED), or Chief Legal & Organizational Strategy Officer (CLOSO) and reviews operations and activities on a regular basis.
- The ED has responsibility for all operations and activities related to financial management. However, the Board and ED can appoint or delegate someone else to perform the responsibilities. References to "School Operations Manager" or "SOM" throughout this policy apply to the SOM position at each TEACH school site. The Chief Academic & Strategic Initiatives Officer (CASIO) provides oversight to the school sites and school principals and, except where these policies assign a specific approval to another officer or to the Board, serves as the primary approver for financial approvals under these policies; the ED serves as the backup approver and reviewer when the CASIO is unavailable, and the CLOSO serves as the tertiary backup approver when both the CASIO and the ED are unavailable.
- Financial duties and responsibilities must be separated so that no one employee has sole control authorizing transactions, recording financial transactions and custody of assets.
- TEACH will maintain in effect the following principles in its ongoing fiscal management practices to ensure that:
    - expenditures are authorized by and in accord with amounts specified in the board-adopted budget,
    - TEACH's funds are managed and held in a manner that provides a high degree of protection of the school's assets, and
    - all transactions are recorded and documented in an appropriate manner.

Record Keeping

Transaction ledgers, duplicate unsigned checks, attendance and entitlement records, payroll records, and any other necessary fiscal documents will be maintained by TEACH staff — primarily in electronic form in secure, access-controlled, cloud-based systems — for at least three years, or as long as required by applicable law, whichever is longer. Any documents that must be retained in original hard-copy form will be kept in a secure location.

Financial and attendance accounting data and other electronic records are maintained in cloud-based systems that provide user access controls and automated, redundant off-site backups. Where records are retained in paper form, appropriate back-up copies will be prepared and stored securely off-site, separate from the school. TEACH will retain the ability to reproduce required records in a usable format for audit and regulatory purposes throughout the retention period.

Whistleblower Protection and Fraud Reporting

Employees, vendors, or community members may report suspected fraud, waste, or abuse anonymously. TEACH will maintain a whistleblower process that ensures reports can be submitted without fear of retaliation. Reports may be submitted to the Executive Director through a reporting channel designated by TEACH or, when a report concerns the Executive Director or another senior officer, directly to the Board Chair (or a director the Board designates). Reports will be investigated promptly and impartially, and no person who is the subject of a report will review or investigate it.

Board Compensation

Board members may not receive compensation for their services as directors or officers. They may be reimbursed for reasonable, documented expenses incurred in their service to TEACH through the same expense-reimbursement process that applies to staff.

2. BUDGETING AND FINANCIAL PLANNING

Budget Development, Oversight Calendar and Responsibilities

TEACH will develop and monitor its budget in accord with the annual budget development and monitoring calendar as specified below.

January – April

Charter Impact (TEACH's outsourced back-office accounting provider) works with ED to review Governor's proposed state budget for the upcoming fiscal year and identify the likely range of revenues for the school's upcoming fiscal year (July 1 – June 30) based on projected enrollment. Once the revenue estimates are complete, Charter Impact and the ED develop the remainder of the budget including staffing levels, review of fixed costs and discretionary spending. Then a five-year budget projection is developed in accordance with TEACH's established strategic and growth plans.

May – June

Charter Impact and the ED reviews revenue projections subsequent to the Governor's annual "May Revise" budget figures, fine-tunes the upcoming fiscal year budget to accommodate any changes. This budget will include monthly cash flow projections. The Board reviews and formally adopts a budget for upcoming fiscal year before June 20. A copy of the final budget is provided to the charter-granting agency.

July – August

Books for prior fiscal year are closed by Charter Impact, all transactions are posted, and records assembled for audit.

The budget is reviewed subsequent to the adoption of the state Budget Act and necessary adjustments are made. A copy of the revised final budget is provided to the charter-granting agency, if applicable.

September – December

The independent auditor performs audit of the closed fiscal year and prepares audit report for submission to the Board.

At the end of the first full week of school, the ED, or CASIO reviews each of the school's actual attendance figures and notifies the Board if actual attendance is below budget projections. If needed, the school's budget is revised to match likely revenues.

The Board reviews a copy of the audit. The Executive Director addresses any audit exceptions or adverse findings. Once the Board approves the audit report, it is submitted to charter-granting agency.

On a monthly basis, the ED and Board reviews current year actual versus budgeted revenues and expenditures and other financial reports as presented by Charter Impact. The Board approves any needed changes to the annual budget.

Budget Transfers

The ED may transfer up to $50,000 from one unrestricted budget item to another without board approval but shall notify the Board of the transfer at the next regularly scheduled meeting.

Cost Allocation Plan

The CMO function within TEACH Inc. provides shared services to the three TEACH charter schools. CMO costs are recovered through a CMO Management Fee charged to each school: the fee charged to TEACH Prep is the lesser of (a) TEACH Prep's share of actual allocated CMO cost or (b) fifteen percent (15%) of

TEACH Prep's Local Control Funding Formula (LCFF) revenue for the fiscal year; the fee charged to TEACH Academy and TEACH Tech is a flat eight and one-half percent (8.5%) of each school's LCFF revenue for the fiscal year. Shared school-level costs not delivered by the CMO are allocated under Schedule A using defined drivers (average daily attendance (ADA), enrollment, full-time equivalents (FTE), or direct attribution). Full methodology, definitions, documentation, and reporting requirements are set out in the separate TEACH Cost Allocation Plan, which the Board approves annually together with the adopted budget.

Fund Balance Reserve

A cash reserve of at least 5% of the annual expenses will be maintained. Charter Impact will provide the ED, or CLOSO with a Statement of Financial Position monthly. It is the responsibility of the ED, or CLOSO and the Governing Board to understand the school's cash situation. It is the responsibility of the ED, or CLOSO to prioritize payments as needed.

3. REVENUE, CASH RECEIPTS AND FUNDRAISING

Fundraising, Grant Solicitation, and Donation Recognition

All fundraising or grant solicitation activities on behalf of the school must be approved in advance by the CASIO or CLOSO (the ED serving as backup approver when the CASIO is unavailable). The CASIO or CLOSO shall inform the Board on any conditions, restrictions, or compliance requirements associated with the receipt of such funds, including grants or categorical programs sponsored by the state or federal government. The Board shall be notified no later than the next regular board meeting of the award or receipt of any funds and shall approve the receipt of any grants, donations, or receipts of fundraising proceeds prior to their deposit in the school's accounts.

General Procedures for Non-Governmental Cash Receipts

For fundraising activities approved by the board, and for checks received by mail or in person at the school sites, the School will establish internal controls to ensure the safeguarding of assets. The following are general procedures:

- All fundraising activities must receive written preapproval from the Executive Director/Chief Executive Officer, CASIO, or CLOSO.
- Checks and cash received by mail or in person at a school site will be received by a designated school staff member (the School Operations Manager), who will immediately record each item in a receipt log and restrictively endorse all checks "For Deposit Only" upon receipt. Where a second staff member is available, a second person will verify and initial the amounts received.
- Cash and any un-deposited checks will be held in the site lock box, which will be emptied at least two times per week on deposit days.
- Deposits are made by remote deposit capture using the digital deposit scanner located at the 10600 site office and are deposited into the school's designated bank account (currently Banc of California). Because the executive team is not based at the school sites, a deposit may be made by the School Operations Manager after receiving email approval to deposit from the ED (or the CLOSO as backup). The email approval identifies the deposit total and is retained with the deposit documentation.
- Deposits totaling over $10,000 will be made within 48 hours; deposits totaling $10,000 or less will be made at least weekly. Any cash deposits that cannot be made by remote deposit capture will be deposited in person by a designated school employee.
- The deposit total, the remote-deposit/bank confirmation, and copies of the deposited checks and supporting documentation (copy of check, letter, etc.) will be attached to the receipt log and forwarded to Charter Impact weekly.
- Charter Impact will record the deposit and, as part of the monthly bank reconciliation, will independently reconcile the receipt log to the amounts actually deposited and reported by the bank, reporting any discrepancies to the ED or the CASIO.

Returned Check Policy

A returned-check processing fee will be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by Charter Impact or the ED, or CASIO, payment of the NSF check and processing fee must be made by money order or certified check.

In the event that a second NSF check is received for any individual, in addition to the processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.

In the case of NSF checks written by parents of students, the school will seek payment of the amount owed and the processing fee and may arrange a mutually agreeable payment plan approved by the ED, CASIO, or CLOSO and/or Governing Board. TEACH will not withhold student report cards, transcripts, grades, or other educational records or services as a means of collecting an NSF check or fee, except as expressly permitted by law. If unsuccessful in collecting funds owed, the school may initiate appropriate collection and/or legal action at the discretion of the ED or CLOSO and/or Governing Board.

Attendance Accounting

The Director of Operations, Data and Technology (DODT) will establish and maintain an appropriate attendance accounting system to record the number of days students are actually in attendance at the Schools and engaged in the activities required of them by the Schools. The annual audit will review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance with the Charter Schools Act and the applicable California Administrative Code sections defining Charter School Average Daily Attendance. Therefore:

- ADA will be computed by dividing the actual number of days of student attendance by the number of calendar days of Instruction by the School.
- The School's Instructional calendar will include at least 175 days of Instruction to avoid the fiscal penalty for providing fewer than 175 days of Instruction as provided by the Administrative Code regulation. The calendar must also document that the school offers an amount of annual minutes of Instruction as required pursuant to applicable law.
- Independent study will be conducted and documented in accordance with California law governing independent study (Education Code section 51745 et seq.), including its written-agreement, signature, and documentation requirements and the timelines the law allows for completing that documentation (including for short-term independent study). Independent study average daily attendance will be claimed only as permitted by, and documented in compliance with, applicable law.

4. PURCHASING, CONTRACTS AND VENDOR PAYMENT

Segregation of Duties

TEACH will develop and maintain purchase order forms to document the authorization of non-payroll and non-recurring expenditures. All proposed expenditures must be approved by the ED, or CASIO, who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget. In the absence of a vendor invoice, TEACH will develop and maintain a check request form to document the approval of payment for specific items.

All transactions will be posted in an electronic general ledger maintained by Charter Impact. To ensure segregation of recording and authorization, the bookkeeper may not co-sign check requests for purchase orders.

Contracts

Consideration will be made of in-house capabilities to accomplish services before contracting for them. Except as otherwise provided in these policies, the ED may enter into contracts and agreements not to exceed $50,000 without Board approval, provided funds sufficient for the contract or agreement are authorized and available within the school's board-adopted budget. Contracts and agreements over $50,000 must be submitted for board approval and may be executed (signed) by the ED, or other person specifically designated by the Board after the Board has duly approved the contract or agreement. The $50,000 Board-approval threshold applies to any single contract, or to any single procurement of related goods or services. A single procurement may not be divided into multiple purchases, purchase orders, or invoices for the purpose of avoiding the threshold or a competitive process. The threshold does not apply to the aggregate of unrelated purchases made from the same vendor over a fiscal year (e.g., routine supply purchases) where no single procurement or contract exceeds $50,000; such purchases are controlled through budget authorization and the Board's review of the monthly check register.

The CLOSO will keep and maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over $50,000. Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the school.

Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors). Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The ED, or CLOSO may also require that contract service providers list the school as an additional insured.

If the contract service provider is a sole proprietor or a partnership (including LP and LLP), the individual school School Operations Manager (SOM) will obtain a W-9 from the contract service provider prior to submitting any requests for payments to Charter Impact. The CLOSO will obtain a W-9 for any CMO requests for payments.

The CASIO will approve proposed contracts and modifications in writing (the ED serving as backup approver when the CASIO is unavailable); the CLOSO will review each contract before approval, and, once the CASIO has approved and the CLOSO has reviewed the contract, the ED will sign (execute) the contract. Contract service providers will be paid in accordance with approved contracts as work is performed. The ED, CLOSO or CASIO will be responsible for ensuring the terms of the contracts are fulfilled. Potential conflicts of interest will be disclosed upfront, and the ED, CASIO or CLOSO and/or Member(s) of the Governing Board with the conflict will excuse themselves from discussions and from voting on the contract.

Before entering into a contract with a vendor, the contract will be reviewed by the CLOSO and TEACH will use due diligence to ensure that the vendor or contractor has not been suspended by the state or county or federal agencies for any cause. In awarding contracts, consideration will be given to the contractor's integrity, compliance with public policy, a record of past performance, and financial and technical resources. TEACH will not subcontract with or award sub-grants to any person or company who is debarred or suspended. For all contracts, TEACH verifies that the vendor with whom the school intends to do business is not excluded or disqualified. 2 C.F.R. part 200, Appendix II(1) and 2 C.F.R. §§ 180.220 and 180.300. All successful contractors must provide written certification that they have not been suspended or debarred from federal projects. The CLOSO will be responsible for verification. Such verification may include accessing the Online federal System for Award Management (SAM) to determine whether any relevant party is subject to any suspension or debarment restrictions.

Procedure

Before entering into a contract with a vendor, the CLOSO or designee will check the potential vendor or contractor against the debarment or suspension databases. If the vendor has not been debarred or suspended, the CLOSO will record the date and results of the search in the Contract Log. In addition, the CLOSO will conduct an annual review of existing contractors for suspension or debarment annually each May and will record the results of the annual review in the Contract Log document. The Contract Log will be kept by the CLOSO and made available to the fiscal team. The Contract Log will note the results of the review, the date of the review, and other pertinent contract information.

General Purchasing Procedures

Purchases of individual items and services over $50,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services, following the competitive procurement steps set out in this section. The ED, or CASIO shall not approve purchase orders or check requests lacking such documentation, and such documentation shall be maintained for at least three years.

Procurement Thresholds

- Up to $50,000: the purchase may be made within the Board-adopted budget using an approved purchase order (approved by the CASIO, or the ED as backup). No formal competitive bidding is required, although staff will make a good-faith effort to obtain a fair and reasonable price and are encouraged to obtain written quotes for larger items.
- Over $50,000: unless a documented exception below applies, the purchase or contract follows the Competitive Procurement Steps below and must be approved by the Board before execution.

Competitive Bidding and Exceptions

Competitive bidding shall be used when purchasing goods or services that are **commodities or interchangeable across multiple vendors**. However, competitive bidding is **not required** when the purchase:

- Involves proprietary curriculum, instructional materials, or software platforms selected based on programmatic fit;
- Is a sole-source item with no reasonable alternative;
- Relates to professional services (e.g., legal, accounting, consulting) selected based on expertise and relationship;
- Is necessary to maintain continuity of service with existing approved vendors; or
- Is required for emergency response to protect health, safety, or property.

All exceptions must be documented by the Executive Director and reported to the Board. Any single purchase or contract exceeding $50,000 must be approved by the Board prior to execution, unless it qualifies as an emergency procurement.

Competitive Procurement Steps (Over $50,000)

- Step 1 — Define the need. The requesting site or department documents the scope, specifications, quantity, and timeline for the purchase.
- Step 2 — Solicit competition. Obtain at least three written quotes or bids from qualified vendors, or issue a written Request for Proposals or Quotes. If fewer than three responsive vendors are reasonably available, the reason is documented.
- Step 3 — Evaluate and select. Compare the responses on price and other stated factors (such as quality, responsiveness, past performance, and total cost of ownership), and document the basis for the recommended selection.
- Step 4 — Verify the vendor. Confirm the vendor is not suspended or debarred (checked against SAM) as provided in the Contracts section, and obtain a W-9 and any required insurance.
- Step 5 — Internal review and recommendation. The CASIO approves the proposed contract in writing and the CLOSO reviews it, as provided in the Contracts section; the recommended award is then prepared for the Board.
- Step 6 — Obtain Board approval. Present the recommended award to the Board for approval before the purchase or contract is executed.
- Step 7 — Execute and document. After Board approval, the ED signs (executes) the contract as provided in the Contracts section, and a purchase order is issued. All solicitation, quote or bid, evaluation, and approval records are retained for at least three years.

Approval of Purchases

The CASIO (or the ED as backup approver) may authorize expenditures within the approved budget; related contracts are signed by the ED as provided in the Contracts section. The Governing Board must review all expenditures. This will be done via approval of a check register which lists all checks written during a set period of time and includes check #, payee, date, and amount. The Governing Board must also approve contracts and non-budgeted expenses over $50,000.

When approving purchases, the ED, or CASIO must:

- Determine if the expenditure is budgeted
- Determine if funds are currently available for expenditures (i.e. cash flow)
- Determine if the expenditure is allowable under the appropriate revenue source
- Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations
- Determine if the price is competitive and prudent.

Any individual making an authorized purchase on behalf of the TEACH must provide Charter Impact with appropriate documentation of the purchase. Individuals other than those specified above are not authorized to make purchases without pre-approval via approved purchase order or signed contract.

Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly (within 60 days) reimbursed after receipt of appropriate documentation of the purchase.

The ED, or CASIO may authorize an individual to use a school credit card to make an authorized purchase on behalf of the school, consistent with guidelines provided by the ED, or CLOSO and/or Governing Board. The following provisions apply to credit card purchases:

- The school card will be kept under locked supervision in the schools main office, and authorized individuals must sign the credit card out and must return the credit card promptly after use and submit related documentation of all purchases within 3 business days of the purchase, unless otherwise authorized by the ED, or CASIO.
- If receipts are not available or are "missing", the individual making the charge will be held responsible for payment.
- Credit cards will bear the names of both the Schools and the Principal, or ED for CMO credit card.

Purchase Orders

Non-recurring purchases should be accompanied by a purchase order (PO), which must be approved by the CASIO (or the ED as backup approver).

- The ED, Principals, the DODT, School Operations Managers (SOMs), and CLOSO all have the ability to generate a PO request in Office Books.
- The PO is then automatically sent in Office Books to the CASIO for approval (or to the ED as backup approver when the CASIO is unavailable).
- Once approved, the PO is then emailed to the vendor or copied and mailed for confirmation.

Payment Authorization

Credit Card Usage Policy

Purpose and Scope. This section governs issuance, permitted uses, limits, documentation, reconciliation, and oversight of TEACH Inc. company credit cards issued under a Company-Pay (control/sub-account) program. It applies to all school site cards and the central CMO card.

Program Model and Bank Setup

TEACH will operate a Company-Pay (control/sub-account) card program. The CMO control account is the billed account; each school will have a sub-account/card. Card issuance requires ED approval, a signed Cardholder Agreement, and recording in the Central Card Register maintained by the Card Administrator (ED). The Card Administrator will coordinate with the issuing bank and maintain eZBusiness and Authorizing Officer (AO) records.

Cardholder Assignments and Authorities

- Site cards: Principals are site cardholders.
- CMO card: The ED is the CMO cardholder and also serves as Card Administrator and AO for bank matters.
- Placing approved online/central charges: for a school-site online purchase, the SOM may place the approved charge on the site card; for a CMO/central online purchase, the ED places the approved charge. In each case the charge must already be approved under this policy, the person who places a charge may not be the person who approved it, the receipt and backup are uploaded, and placing a charge conveys no authority to approve the charge or to approve payment to the card issuer.

Cardholder Agreement and Issuance

A Cardholder Agreement (signed by the cardholder and the ED) is required before card activation. The Card Administrator issues cards only after (a) ED approval, (b) a completed Cardholder Agreement, and (c) entry in the Central Card Register.

Permitted and Prohibited Uses

- Permitted: bona fide school/CMO operating purchases consistent with TEACH procurement rules and any applicable grant/donor restrictions; approved travel/training; small equipment purchases under the capital threshold.
- Prohibited: personal/family/household purchases; cash advances; payments to family or related parties; purchases that circumvent procurement; purchases that violate grant restrictions or law; purchase of gift cards except with prior written ED approval and documented business purpose.

PO, Pre-Approval and Office Books Workflow

All purchases that require a PO must use Office Books. SOMs will create the PO and mark it "Credit Card Transaction" before any charge is incurred. The ED (or the CLOSO for programmatic review) must approve the PO prior to the charge. Virtual single-use cards may be used for one-time vendor payments provided a PO marked "Credit Card Transaction" is created in Office Books before the virtual card is issued. Once the required approval is recorded, the charge may be placed (executed) by the cardholder, by the SOM for a school-site purchase, or by the ED for a CMO/central purchase. The person who places a charge may not be the person who approved it; the person who places the charge uploads the receipt and backup for reconciliation by Charter Impact and review by the ED, and may not approve a charge or approve payment to the card issuer.

Limits, Merchant Controls and Exceptions

- Default school card limits: per transaction $10,000; monthly $50,000.
- CMO card limits: sized to accommodate documented recurring obligations (e.g., health insurance). TEACH prefers ACH or vendor invoice payments where practicable. If the CMO card is used for recurring obligations, the ED will document vendor names, frequency, and expected amounts in the Card Register and the Board must approve the use of the card and the limits.
- Common controls: cash advances disabled; MCC blocks for gambling, adult entertainment, and other inappropriate categories; foreign transactions blocked by default and permitted only with prior written ED approval. Any exception must be documented and pre-approved.

Documentation, Uploads and Timelines

- Cardholder uploads: Site cardholders must upload the PO (if applicable), original receipt(s), business purpose, and GL coding to the accounts payable Google Drive folder "Credit Card Backups" within 3 business days of the transaction. For CMO recurring/high-dollar charges, documentation must be uploaded within 1 business day of the charge.
- Charter Impact (AP): reconcile and post to Sage within 7 business days of statement generation and prepare the monthly Card Register. The Card Register shall identify cardholder, site, last four digits of card, per-transaction/monthly limits, recurring charges, and open exceptions.
- ED/CASIO sign-offs: The ED will review and sign the monthly Card Register within 5 business days after AP reconciliation. For the CMO card, the CASIO or CLOSO will provide independent attestation within 5 business days after ED review.

Reconciliation, Review and Payment Approval

Charter Impact will perform line-level reconciliation and prepare payment files. Charter Impact will hold payment execution until TEACH approval is received per this policy.

- School card payments: The ED approves payment to the issuer for school cards after AP reconciliation.
- CMO card payments: Because the ED is the CMO cardholder, the ED may not approve payment or reconcile the CMO card. Instead: (a) The CASIO or CLOSO is designated as the independent CMO reviewer, with view-only access to eZBusiness, and will provide written monthly attestation that all reconciled CMO charges, open exceptions, and approvals have been reviewed. (b) The CASIO or CLOSO (whichever did not serve as the independent reviewer under (a)) will serve as TEACH's approver for CMO card payments up to $50,000. Any single CMO charge or aggregate monthly CMO charges over $50,000 must be approved by the Board at a regular or special meeting. Charter Impact will execute payment only after the required approver(s) sign off.

Lost, Stolen and Disputed Charges

Cardholders must report lost/stolen cards or suspicious charges to the Card Administrator and the bank within 24 hours. Charter Impact will assist with disputes and the Card Administrator will coordinate bank action. Cardholders must provide dispute supporting documentation within 3 business days.

Personal Charges and Recovery

Personal charges must be reimbursed within 5 business days. Unreimbursed personal charges may be recovered through payroll deduction or other lawful means and may result in disciplinary action, up to termination.

Rewards and Accounting

Rewards/cash-back are TEACH property. Charter Impact will record accounting entries in Sage and advise on tax treatment.

Segregation of Duties (Credit Card)

No single person may both (a) authorize/charge a transaction, (b) perform line-level reconciliation/posting, and (c) approve payment for the same card. Charter Impact handles AP reconciliation and posting; the ED handles organizational approvals (except for CMO card payment approval and reconciliation); the independent CMO review/attestation and the CMO payment approval up to $50,000 are performed by the CASIO or CLOSO and must be performed by different individuals; the Board approves CMO transactions over $50,000. Whoever places an approved charge (a cardholder, the SOM for a school-site purchase, or the ED for a CMO/central purchase) does not also reconcile it or approve its payment: Charter Impact performs the independent reconciliation and the ED (or, for the CMO card, the CASIO or CLOSO) approves payment, so that placing a charge, reconciling it, and approving its payment are performed by different parties.

Record Retention and Audit

Card backup documentation and related records will be retained in accordance with the Record Keeping policy (at least three (3) years, and longer where required by grant terms, federal award requirements, or other applicable law). The CLOSO (or a party designated by the Board) will review card activity quarterly for the first 12 months and at least annually thereafter. Charter Impact will include the reconciled card statements and the monthly Card Register in the fiscal packet presented to the Board; the packet shall be delivered to the Board at least 5 business days prior to the meeting.

Enforcement

Violations of this policy are grounds for disciplinary action, suspension of card privileges, recovery of unauthorized charges, and termination.

Invoice Review and Approval

All original invoices will be forwarded to accountspayable@teachps.org for review and approval.

- The school SOMs will carefully review each invoice, match it to the purchase order, attach all supporting documentation (including a PO), and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment. The packing list should be submitted to Charter Impact with the invoice.
- Once reviewed and verified by the SOMs and approved by the CASIO (or the ED as backup), a cover page will be signed that lists the individual invoice number, invoice total, bill site, and PO or contract if available. The CLOSO will give a final review of the weekly AP batch and submit the final batch to Charter Impact each week. Charter Impact will then process the invoices with sufficient supporting documentation for payment.
- The CASIO, ED or CLOSO may authorize Charter Impact to pay recurring expenses (e.g. utilities, leases, etc.) without the CASIO's or ED's formal approval (signature) on the invoice when dollar amounts fall within a predetermined range. A list of the vendors and the dollar range for each vendor must be provided to Charter Impact in writing and updated on an annual basis. The organization will also use positive pay for all payments via the bank portal.

Imprest Checking Accounts

Each school site maintains an imprest checking account with a standing balance of $10,000 for necessary transactions, typically deposits and emergency-type payments. After purchase approval in accordance with these policies, the School Operations Manager (SOM) may prepare imprest checks and the site Principal may sign imprest checks for individual transactions of up to $5,000. Imprest checks may not be used to circumvent the purchasing, contract, or credit-card provisions of these policies. A copy of each imprest check and its supporting documentation will be sent to Charter Impact, which will transfer funds from the school's operating account to replenish the imprest account balance to $10,000 within 5 business days. Charter Impact will reconcile each imprest account monthly as part of the bank reconciliation process.

Disbursement Approval and Accounts Payable Checks

All disbursements — whether paid by Charter Impact–processed check, ACH, or wire — require documented TEACH approval before release, and Charter Impact will hold payment execution until the required approval(s) are recorded. One authorized approver (the CASIO or the ED) is required for any disbursement of $50,000 or less; two authorized approvers (any two of the CASIO, the ED, and the CLOSO) are required for any disbursement over $50,000, regardless of payment method. Because most TEACH checks are processed and digitally signed by Charter Impact and many payments are made by ACH, this documented approval — not a physical signature — is the primary two-person control over large disbursements. Wire transfers require two authorized approvers regardless of amount, and any new or changed payee for a wire or ACH must be independently verified through a call-back to a previously known contact before the payment is released.

The Governing Board will approve, in advance, the list of authorized approvers and check signers on the school account. The CASIO, the ED, the CLOSO, and any other employee authorized by the Governing Board may approve disbursements or sign bank checks within established limitations.

- Charter Impact does not use pre-printed check stock to avoid the risk of theft.
- When there is a need to generate a check, the CLOSO will send appropriate approved documentation to Charter Impact (as part of the weekly AP batch submission). This is usually an approved invoice or Check Request Form.

- Once the required TEACH approval(s) are recorded, Charter Impact prepares the payment (check or ACH) based on the approved authorization; for any manually signed check, the appropriate signature(s) are then obtained.
- The approval thresholds above apply to every payment channel: one authorized approver for disbursements of $50,000 or less, and two authorized approvers (any two of the CASIO, the ED, and the CLOSO) for disbursements over $50,000. Charter Impact releases a check or ACH only after the required approval(s) are recorded.
- Manually signed checks (for example, imprest checks or any check issued outside the Charter Impact process) apply the physical-signature layer in addition to the approval above: one authorized signature for checks of $50,000 or less, and two authorized signatures for checks over $50,000. Charter Impact–processed checks carry Charter Impact's digital signature once the required TEACH approval(s) are recorded.
- ACH and wire payments are released by Charter Impact only after the required approval(s) are recorded. The organization uses positive pay for checks and maintains ACH debit-block/filter controls on its accounts through the bank portal.
- Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.
- Charter Impact will record the check transaction(s) into the appropriate checkbook and in the general ledger.
- A copy of any imprest check will be sent to Charter Impact with directions to transfer funds from the schools operating account to replenish the imprest account balance to $10,000 within 5 business days.
- Charter Impact will distribute the checks and vouchers as follows:
    - Original – mailed or delivered to payee
    - Duplicate or voucher – attached to the invoice and filed by vendor name by a Charter Impact accountant.
    - Cancelled Checks – maintained with the banking institution.
- Voided checks will have the signature line cut out and will have VOID written in ink. The original check will be attached to the duplicate and forwarded to Charter Impact who will attach any other related documentation as appropriate.

Volunteer Expenses

All volunteers will submit a purchase requisition form to the ED, CASIO or CLOSO for all potential expenses. Only items with prior written authorization from the ED, or CLOSO will be paid/reimbursed.

Expense Reports

Employees will be reimbursed for expenditures within sixty (60) days of presentation of appropriate documentation. Receipts or other appropriate documentation will be required for all expenses over $25, and all reports must be approved by the CASIO, or the ED as backup approver. Expenses greater than two months old will not be reimbursed.

The ED's expense reports must be approved by the CASIO, and the CASIO's expense reports must be approved by the ED or the CLOSO (in each case, an officer not receiving the reimbursement). Expense reports and reimbursement requests are submitted as part of the weekly accounts-payable batch to accountspayable@teachps.org and follow the accounts-payable process described in this policy, including

matching to any pre-approved purchase order and supporting receipts before approval and payment. Reimbursements are processed and paid by Charter Impact; petty cash may not be used.

Travel

All travel must be pre-approved before it is booked or the cost is incurred. The employee submits a purchase order (PO) for the anticipated travel costs — either directly or through their School Operations Manager (SOM) — for approval by the site Principal and the CASIO (the ED serving as backup approver when the CASIO is unavailable). Travel and travel-related costs are not reimbursable unless they were pre-approved through this process.

Mileage for pre-approved travel will be reimbursed at the government-mandated (IRS standard) rate for the distance traveled, less the distance from the employee's residence to the school site for each direction traveled.

Employees will be reimbursed for pre-approved overnight stays at hotels/motels when the event is more than 50 miles from either the employee's residence or the school site. Overnight stays for events within 50 miles may also be reimbursed when pre-approved and reasonable under the circumstances — for example, a multi-day event with early-morning or evening obligations, or where daily round-trip travel would be impractical or unsafe. Hotel rates should be negotiated at the lowest level available, including any corporate, nonprofit, or government rate offered.

Meal reimbursements on approved travel are capped at $100 per day — breakfast $25, lunch $30, and dinner $45. These limits are set at or above the federal GSA meal (M&IE) rate for Los Angeles; for travel to a location with a higher GSA rate, that higher rate applies. The limits take effect October 1, 2026 and will be reviewed at least annually to remain at or above the applicable GSA rate. Any amount above these limits is the employee's responsibility and will not be reimbursed.

After the trip, the employee submits a Travel Expense Report with itemized receipts. Reimbursement requests are submitted as part of the weekly accounts-payable batch by sending them to accountspayable@teachps.org and follow the normal accounts-payable process described in this policy; the expense report is matched against the pre-approved PO and the supporting receipts before approval and payment. TEACH does not issue travel advances.

5. PAYROLL AND HUMAN RESOURCES

Payroll Services and Setup

Charter Impact prepares payroll checks, tax and retirement withholdings, tax statements, and to perform other payroll support functions. The ED, CLOSO or Director of Human Resources will establish and oversee a system to prepare time and attendance reports and submit payroll check requests. The ED and the CASIO will both review and approve the payroll register each pay period to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority. All staff expense reimbursements will be on checks separate from payroll checks.

Upon hiring of staff, the Director of Human Resources will be responsible for the creation of a personnel file with all appropriate payroll-related documentation and completing or providing all of the items on the Employee Payroll Set-up/Change Form. Items include a federal I-9 form, tax withholding forms, retirement date, and an accounting of the use of sick leave.

Timesheets

All hourly employees will be responsible for completing a timesheet including vacation, sick, and holiday time (if applicable). The employee and the appropriate supervisor will sign the completed timesheet. Incomplete timesheets will be returned to the signatory supervisor for correction, and a late timesheet may delay processing until the next pay period. Consistent with law, non-exempt employees will be paid for all hours actually worked on the regular payday regardless of timesheet submission; repeated late or missing timesheets may be addressed as a performance or disciplinary matter. If an employee is unexpectedly absent and therefore prevented from working the last day of the pay period or turning in the timesheet (such as an employee calling in sick), the employee is responsible for notifying the signatory supervisor or for making other arrangements for the timesheet to be submitted. However, the employee must still complete and submit the timesheet upon return.

Overtime

Advanced approval in writing by the authorized supervisor is required for compensatory time and overtime. Overtime applies to non-exempt employees and is defined, consistent with California law, as hours worked in excess of eight (8) hours in a workday or forty (40) hours in a workweek, and as otherwise required by law. Any hours worked in excess of an employee's regular work schedule must be pre-approved by the supervisor, unless it is prompted by an emergency. Overtime will not be granted on a routine basis and is only reserved for extraordinary or unforeseen circumstances. If a supervisor identifies a recurring need for overtime in any given position, the supervisor should immediately consult with the ED, or Director of HR for further guidance.

Payroll Processing

For hourly employees, employees must sign timesheets to verify appropriate hours worked, resolve absences and compensations, and monitor number of hours worked versus budgeted. The Principal or Director of Human Resources will approve these timesheets. No overtime hours should be listed on timesheets without the supervisor's initials next to the day on which overtime was worked. For school site salaried employees, employees must sign into a logbook to verify working days for accuracy. The Director of Human Resources will provide the designated school employee with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.

For substitute teachers, the School Operations Manager (SOM) will maintain a log of teacher absences and the respective substitutes that work for them. The SOM will verify that the substitutes initial the log next to their names before they leave for the day and that teacher, upon returning back to work, initial next to their names. The ED, or Director of Human Resources will notify Charter Impact of all authorizations for approved stipends.

Payroll is processed within 10 days after the period in which it is earned for hourly employees.

- The signatory supervisor will submit a Payroll Summary Report of timesheets to Charter Impact for processing.
- Charter Impact will prepare the payroll worksheet based on the summary report.
- The payroll checks (if applicable) will be delivered to the district office. The CLOSO or Director of Human Resources will document receipt of the paychecks and review the payroll checks prior to distribution.

Payroll Taxes and Record Keeping

Charter Impact, working as the payroll processor, will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries based on the reporting submitted.

Charter Impact prepares the state and federal quarterly and annual payroll tax forms for income tax withholdings, Social Security and Medicare and submit the forms to the respective agencies on behalf of the school. Charter Impact will prepare the quarterly state returns for unemployment and disability, review the forms with the ED, or CLOSO, and submit the forms to the state on behalf of the school.

The designated TEACH employee will maintain written records of all full time employees' use of sick leave, vacation pay, and any other unpaid time.

- The designated school employee will immediately notify the Director of Human Resources or CLOSO if an employee exceeds the accrued sick leave or vacation pay or has any other unpaid absences.
    - Records will be reconciled when requested by the employee. Each employee must maintain personal contemporaneous records.

6. BANKING, ASSETS, DEBT AND INSURANCE

Banking Arrangements

TEACH will maintain its operating accounts at federally insured commercial banks or credit unions, or in the County Treasury. Operating and reserve funds may be held in non-speculative, federally insured accounts — including checking, savings, high-interest/high-yield savings, and money market accounts. TEACH's bond reserve fund, and other funds available for investment, may be invested in low-risk, non-speculative instruments — such as certificates of deposit, commercial paper, and other instruments permitted under California Government Code section 53601 — in accordance with the Board-approved TEACH Public Schools Investment Policy, which governs the objectives of safety, liquidity, and yield, the permitted instruments, diversification, and the delegation of investment authority. If funds are held in accounts outside of the County Treasury, the Board must appoint and approve all individuals authorized to approve or sign disbursements in accord with these policies, and all disbursements over $50,000 (whether paid by check, ACH, or wire) require two authorized approvers before release. Charter Impact will reconcile TEACH's ledger(s) with its bank and investment accounts, or accounts in the County Treasury, monthly.

Bank Reconciliations

Mailed bank statements will be received by the SOM and scanned and emailed to mail@teachps.org. Electronic bank statements shall be made available when possible (Charter Impact may be granted view-only online access). Once the statement is received:

- Charter Impact will examine all paid checks for date, name, cancellation, and endorsement. Checks will be valid for six (6) months; however any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system.
- Charter Impact will prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.
- Charter Impact will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any discrepancies to the ED or the CASIO.

The CASIO (and the ED for the central CMO operating account) shall review and sign each completed monthly bank reconciliation within ten (10) business days of its preparation by Charter Impact. Signed reconciliations are retained in the monthly fiscal packet. The Board (or a director designated by the Board) shall review a sample of completed bank reconciliations at least quarterly.

Property Inventory

The ED, CASIO and the DODT shall together establish and maintain an inventory of all non-consumable goods and equipment worth over $5,000. This inventory shall include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting the school's assets. This property will be inventoried on an annual basis and lists of any missing property shall be presented to the Board.

All non-consumable school property lent to students shall be returned to the school no later than 5 working days after end of the school year. Any excess or surplus property owned by the school may be sold or auctioned by the ED or CASIO provided the ED, or CASIO engages in due diligence to maximize the value of the sale or auction to the school. The sale or auction of property owned by the school with a fair market value over $10,000 shall be approved in advance by the Board.

The ED, or CASIO will immediately notify Charter Impact of all cases of theft, loss, damage, or destruction of assets.

Capitalization and Depreciation

Assets with a unit cost of over $5,000 and a useful life greater than one year will be capitalized and recorded in the property inventory. Items below the capitalization threshold will be expensed when acquired. Capitalized assets will be depreciated using the straight-line method over the following useful lives: furniture and equipment, five (5) to seven (7) years; computers and technology, three (3) years; vehicles, five (5) years; and leasehold improvements, the lesser of the remaining lease term or the asset's useful life. Donated assets will be recorded at estimated fair value at the date of contribution and depreciated on the same basis. Disposals, retirements, write-downs for impairment, and removal from the property inventory require approval by the ED or CASIO and a journal entry recorded by Charter Impact.

Property and Liability Insurance

The ED, CLOSO or CASIO shall ensure that TEACH retains appropriate property and liability insurance coverage. Property insurance shall be obtained and address business interruption and casualty needs, including flood, fire, earthquake, and other hazards with replacement cost coverage for all assets listed in the school's Property Inventory and consumables. Premises and Board errors and omissions liability insurance shall also be obtained and kept in force at all times on a "claims made" form with a self-insured retention of no more than $50,000 per occurrence and limit of no less than $5 million per occurrence. The school's ED, or CLOSO and other staff who manage funds shall be placed under a fidelity bond.

Debt Management and Third Party Loans

The ED, or CLOSO and the Board will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.

Once approved, a promissory note will be prepared and signed by the ED, CASIO or CLOSO before funds are borrowed.

Any line of credit, short-term note, capital lease with total obligation exceeding $50,000, or bond/note issuance must be approved by the Board in advance. No debt or lease obligation may be incurred to fund a structural operating deficit absent a Board-approved repayment plan, and no instrument may have a term that crosses the current charter term without explicit Board action. The ED or CLOSO shall report all outstanding debt, lines of credit, and capital leases to the Board at least quarterly.

Inter-School Borrowing

Routine billings under the CMO Management Fee and shared-cost reimbursements made pursuant to the TEACH Cost Allocation Plan are not loans. Any other cash advance or transfer between TEACH Prep, TEACH Academy, TEACH Tech, or between any school and the CMO, that is not contemplated in the adopted Cost Allocation Plan requires Board pre-approval, a written repayment schedule not to exceed twelve (12) months, and quarterly status reporting to the Board. No inter-school transfer may reduce the lending entity's unrestricted reserve below the Board-approved minimum. Charter Impact will record all such transfers as inter-entity receivables/payables and reconcile balances monthly.

7. FINANCIAL REPORTING AND AUDIT

Monthly Reporting

Charter Impact will submit a monthly financial report including:

- Statement of Financial Position
- Budget vs. Actual Report
- Monthly Forecast
- Accounts Payable Aging
- Monthly Check Register

The report will be reviewed at the scheduled board meeting and action will be taken, if appropriate.

Required Budget and Other Fiscal Reports

The ED, CLOSO or CASIO working in conjunction with Charter Impact, will produce and submit to the charter granting agency any and all required fiscal reports as may be required by state or federal law, or mandated by the terms of the school's charter. These include, but are not limited to, attendance reports, enrollment and other data reports required by the California Longitudinal Pupil Achievement Data System (CALPADS), and other related data. Consistent with Education Code section 47604.33, TEACH will submit to its chartering authority and the Los Angeles County Office of Education: a preliminary budget and Local Control and Accountability Plan (LCAP) on or before July 1; a first interim financial report (reflecting changes through October 31) on or before December 15; a second interim financial report (reflecting changes through January 31) on or before March 15; and a final unaudited report for the prior fiscal year on or before September 15. On an annual basis, the Board will also determine, in open session, how Education Protection Account (EPA) funds are expended, and TEACH will post the EPA spending determination as required by law.

Annual Financial Audit

The Board shall contract for the services of an independent certified public accountant to perform an annual fiscal audit. The audit shall include, but not be limited to (1) an audit of the accuracy of school's financial statements, (2) an audit of the school's attendance accounting and revenue claims practices, and in conjunction with (1) and (2) above, review the school's internal controls over financial reporting. The audit shall be prepared in accordance with 2 C.F.R. Part 200, Subpart F (Uniform Guidance), and TEACH will obtain a Single Audit for any fiscal year in which it expends $1,000,000 or more in federal awards, which is the current Single Audit threshold under 2 C.F.R. § 200.501. The Audit shall be completed, reviewed by the Board, and submitted to the charter-granting agency, the County Office of Education, the Office of the State Controller, and California Department of Education prior to December 15 of each year.

The audit and audit report shall comply with Education Code section 47604.33 (charter school audit and reporting requirements) and Education Code section 41020 governing selection of the independent auditor, including competitive solicitation/bidding for audit services. Consistent with Education Code section 41020(f)(2), the Board shall ensure mandatory rotation of the audit firm or lead audit partner: the same audit firm shall not perform the annual audit for more than six consecutive years without rotation of the firm or, at a minimum, the lead audit partner, as required by law.

Coversheet

Banking Resolution

Section: III. Items for Potential Action
Item: K. Banking Resolution
Purpose: Vote
Submitted by:
Related Material: TEACH_Board_Resolution_Bank_Account_Signers_1.docx

TEACH, INC.

dba TEACH Public Schools

Resolution of the Board of Directors

AUTHORIZATION OF BANK ACCOUNT SIGNERS AND CREDIT CARDHOLDERS

WHEREAS, TEACH, Inc., a California nonprofit public benefit corporation authorizing and operating charter schools, doing business as TEACH Public Schools ("TEACH"), maintains one or more checking, savings, and other depository accounts in TEACH's name at one or more banking institutions for its organization-wide operations (each, an "Organization Account"); and

WHEREAS, TEACH's three charter school sites — TEACH Academy of Technologies, TEACH Tech Charter High School, and TEACH Preparatory (Mildred S. Cunningham & Edith H. Morris Elementary) (each, a "School Site") — each maintain a site-level imprest checking and/or savings account for site-level transactions in accordance with TEACH's fiscal policies (each, a "Site Account"); and

WHEREAS, TEACH also maintains, or may maintain, credit card accounts in TEACH's name for use by designated officers and School Site Principals in connection with organization-wide and School Site operating expenses, respectively, subject to TEACH's fiscal policies and any card-use limits then in effect; and

WHEREAS, the Board of Directors (the "Board") has determined that it is in the best interest of TEACH to update and consolidate the list of persons authorized to sign checks and other orders for payment of money on, and to endorse and deposit items into, TEACH's Organization Accounts and the Site Accounts, and the list of persons authorized to hold TEACH-issued credit cards, and to rescind all prior signer and cardholder authorizations in connection therewith;

NOW, THEREFORE, BE IT RESOLVED AS FOLLOWS:

I. BANK ACCOUNT SIGNERS

RESOLVED, that all prior authorizations, resolutions, banking signature cards, and other designations naming any person as an authorized signer, or otherwise granting check-signing, withdrawal, endorsement, or deposit authority, on any Organization Account or any Site Account are hereby rescinded, superseded, and revoked in their entirety, effective as of the date each applicable banking institution implements this resolution; and

RESOLVED, that the following individuals are hereby authorized, acting singly (subject to any dual-signature or other approval thresholds set forth in TEACH's fiscal policies then in effect), to sign checks, drafts, wire transfer instructions, and other orders for the payment of money drawn on, and to otherwise operate, TEACH's Organization Accounts, and that all prior authorized signers on the Organization Accounts other than those listed below are removed:

- Matt Brown, Executive Director

- Sione Thompson, Chief Academic and Strategic Initiatives Officer (CASIO)

RESOLVED, that the following School Site Principals are hereby authorized as signers on their respective School Site's Site Account(s), with authority to sign checks and other orders for the payment of money drawn on such Site Account(s), and to endorse and deposit checks and other items into such Site Account(s), in each case subject to TEACH's fiscal policies then in effect governing imprest accounts, and that all prior authorized signers on each Site Account other than the Principal listed below for that site are removed:

- James Cordero, Principal — TEACH Tech Charter High School
- Sharon Rhee, Principal — TEACH Preparatory (Mildred S. Cunningham & Edith H. Morris Elementary)
- Christian Gomez, Principal — TEACH Academy of Technologies

II. CREDIT CARDHOLDERS

RESOLVED, that all prior authorizations naming any person as an authorized holder of a TEACH-issued (or School Site-issued) credit card are hereby rescinded and revoked in their entirety, and that each cardholder not identified below shall promptly surrender or destroy any such card issued in their name; and

RESOLVED, that Matt Brown, Executive Director, is hereby authorized to hold one TEACH-issued nonprofit/organization credit card, to be used solely for TEACH's organization-wide operating expenses in accordance with TEACH's fiscal policies then in effect, including any independent review of the Executive Director's card charges required under TEACH's segregation-of-duties policy; and

RESOLVED, that each of the following School Site Principals is hereby authorized to hold one TEACH-issued credit card for their respective School Site, to be used solely for that School Site's operating expenses in accordance with TEACH's fiscal policies then in effect:

- James Cordero, Principal — TEACH Tech Charter High School
- Sharon Rhee, Principal — TEACH Preparatory (Mildred S. Cunningham & Edith H. Morris Elementary)
- Christian Gomez, Principal — TEACH Academy of Technologies

III. GENERAL

FURTHER RESOLVED, that the Executive Director, and any officer designated by the Executive Director, is hereby authorized and directed, on behalf of TEACH, to execute and deliver to each applicable banking institution or credit card issuer any signature cards, corporate banking or card resolutions, account agreements, or other documents that such institution or issuer may require to add, remove, or otherwise implement the signer and cardholder designations set forth in this resolution; and

FURTHER RESOLVED, that this resolution shall remain in full force and effect until amended, superseded, or rescinded by further resolution of the Board, and that any banking institution or credit card issuer may

rely upon this resolution as evidence of the signing or cardholder authority described herein until it receives written notice of a subsequent change from TEACH.

CERTIFICATION

The undersigned, Secretary of the Board of Directors of TEACH, Inc., hereby certifies that the foregoing is a true and correct copy of a resolution duly adopted by the Board of Directors at a meeting held on [DATE], at which a quorum was present and acting throughout, and that such resolution has not been amended, rescinded, or revoked and remains in full force and effect as of the date set forth below.

_____

[BOARD SECRETARY NAME]
Secretary, Board of Directors, TEACH, Inc.

Date: _____

Coversheet

Report on Inputs Impacting Academic Performance: Reducing Chronic Absenteeism, Improving Learning Outcomes for English Language Learners and Professional Development Focus for the 26-27 SY.

Section: III. Items for Potential Action
Item: L. Report on Inputs Impacting Academic Performance: Reducing Chronic Absenteeism, Improving Learning Outcomes for English Language Learners and Professional Development Focus for the 26-27 SY.
Purpose: Discuss
Submitted by:
Related Material: TEACH_Board_Update_EL_Chronic_Absenteeism_2026-27.pptx

September 22, 2026–27 Board Update

English Learner Plan & Chronic Absenteeism

Plan • Implementation • Professional Development • Monitoring

Progress update for TEACH Public Schools Governing Board

Data Context

2025 CHRONIC ABSENTEEISM

CA: 17.1%

TEACH Prep	**55.1%**	RED
More than 3× statewide		
TEACH Academy	**48.3%**	RED
Nearly 3× statewide		
TEACH Tech	**43.6%***	LOCAL
High school Dashboard indicator is N/A		

ENGLISH LEARNER PROGRESS (ELPI)

CA: 46.4%

TEACH Prep	**24.5%**	RED
21.9 pts below statewide		
TEACH Academy	**15.3%**	ORANGE
31.1 pts below statewide		
TEACH Tech	**53.2%**	ABOVE STATE
6.8 pts above statewide		

The need is not isolated to one campus. Attendance and English Learner progress require a coordinated TK–12 response.

Chronic Absenteeism:

One TEACH attendance framework across all schools, with site-level action and executive accountability.

1. **Early Warning** — Daily attendance flags; weekly dashboard and Action Tracker
2. **Immediate Outreach** — Automated + live outreach for Tier 2–3 absences
3. **Individual Plans** — Root-cause analysis, family conference, staff champion, Attendance Improvement Plan
4. **Escalated Support** — Tier 4 community referrals and executive escalation
5. **Review & Adjust** — Monthly subgroup review; revise strategies not improving within four weeks

English Learners:

One TK–12 EL framework across TEACH: consistent ELD expectations, progress monitoring, staff development, and accountability.

Dedicated Leadership

English Language Manager; TK–12 master plan alignment and implementation

Daily Designated ELD

Minimum 30-minute block for all EL students; standards-aligned curriculum

Integrated ELD

Academic vocabulary, text-based discussion, scaffolds embedded across content

Progress & Reclassification

Quarterly ELPAC/ELPI tracking and readiness review for Level 3–4 ELs

Family connection

Bilingual communication, parent ELD workshops, and academic-vocabulary strategies extend language development beyond the classroom.

TEACH PUBLIC SCHOOLS

BOARD UPDATE • 2026–27

Strategies for Student Success

Focused strategies to boost attendance and accelerate English learner achievement across our network.

CHRONIC ABSENTEEISM

KEY STRATEGIES

Data & Monitoring	• Real-time attendance dashboards (networkwide) • Attendance flagging and root-cause coding • Weekly data reviews and progress tracking
Tiered Interventions	• Tier 1: Universal engagement and positive incentives • Tier 2: Targeted supports and student check-ins • Tier 3: Intensive case management and re-engagement
Family & Community Partnerships	• Family outreach and conferences • LAIRP support for attendance and re-engagement • Community-based organizations and wraparound services
Systems & Accountability	• Attendance Action Tracker and staff owner completion • Site-level implementation and accountability • Regular reporting to executive leadership and the board

GOAL: ≤ 15% Chronic Absenteeism

ALL STUDENTS | ALL SCHOOLS | EVERY DAY COUNTS

ENGLISH LEARNER PLAN

KEY STRATEGIES

High-Quality Instruction	• Designated and Integrated ELD (daily) • Standards-aligned, grade-level instruction • Sheltered strategies across all content areas
Progress Monitoring	• ELPI and ELPAC progress monitoring • Common formative assessments • Data cycles and instructional adjustments
Reclassification Pathway	• Support toward English language proficiency • Monitor and track reclassification readiness • Ensure access to rigorous coursework and A–G
Professional Learning & Support	• Ongoing coaching and PD for teachers • EL Master Plan implementation • CMO EL/Multilingual Support Team

GOAL: Increased EL Progress & Reclassification

ALL STUDENTS | ALL SCHOOLS | BRIGHTER FUTURES

Stronger Attendance. Greater Opportunity. Brighter Futures.

TEACH PUBLIC SCHOOLS

TEACH PUBLIC SCHOOLS

BOARD UPDATE • 2026–27

Monitoring & Accountability

Two distinct initiatives, each with its own implementation and monitoring cycle.

CHRONIC ABSENTEEISM

MONITORING CYCLE & ACCOUNTABILITY

Daily	• Review attendance data and flags • Tiered outreach (same-day for all tiers) • Document outreach and next steps
Weekly	• Tier 2–4 student review • Update Attendance Action Tracker • Monitor intervention completion and follow-up
Monthly	• Schoolwide and subgroup chronic absenteeism review • Evaluate effectiveness of interventions • Adjust strategies based on data
As Needed	• Develop/monitor Attendance Improvement Plans • Family conferences and home visits • Leverage LAIRP and community supports

Executive Oversight

CAO-led Attendance Committee + Site Attendance Teams

ENGLISH LEARNER PLAN

MONITORING CYCLE & ACCOUNTABILITY

Daily	• Implement designated ELD (minimum daily time) • Integrate ELD strategies in all content areas • Monitor student participation and engagement
Monthly	• Review EL academic performance and progress • Evaluate instructional implementation (observations) • Provide coaching and feedback to teachers
Quarterly	• Monitor ELPI trajectory and ELPAC progress • Review reclassification readiness • Analyze subgroup data and adjust supports
Annually	• Summative ELPAC results and reclassification outcomes • Full EL program review and goal progress • Update and refine TK–12 EL plan for next year

Instructional Oversight

English Language Manager + Site Instructional/EL Teams

Separate initiatives • Shared expectation: consistent implementation, evidence, and board-level accountability

STUDENT ATTENDANCE. LANGUAGE OPPORTUNITY. BRIGHTER FUTURES.

TEACH PUBLIC SCHOOLS

BOARD UPDATE • 2026–27

Resources, Support & Next Steps

Strategic investments, partnerships, and key next steps to accelerate progress across both initiatives.

CHRONIC ABSENTEEISM

KEY SUPPORTS & RESOURCES

People	• Site Attendance Teams (multi-tiered support) • Counselors, Student Support Staff, and Admin • CMO Data & Accountability Support
Systems & Tools	• Aeries attendance dashboards • Attendance Action Tracker • Automated alerts and family communication (ParentSquare)
Partnerships	• LAIRP support for attendance and student re-engagement • Community-based organizations and mental health partners • Family outreach and support services
Porfessional Learning	• Attendance best practices for all school staff • MTSS and tiered interventions • Trauma-informed and culturally responsive engagement

ENGLISH LEARNER PLAN

KEY SUPPORTS & RESOURCES

People	• English Language Manager (Network) • Site ELD Teachers and Classroom Teachers • CMO EL/Multilingual Support Team
Curriculum & Instruction	• Designated ELD and Integrated ELD • Standards-aligned, grade-level EL strategies • Common formative assessments and progress monitoring
Professional Learning	• EL Master Plan implementation • Ongoing coaching and teacher support • Data-driven instruction and reclassification strategies
Data & Accountability	• ELPI and ELPAC progress monitoring • Reclassification pipeline tracking • Annual program review and continuous improvement

NEXT STEPS

TURNING PLANS INTO IMPACT

1. Finalize implementation plans and communicate to all sites (September 2026)
2. Launch monitoring cycles and provide ongoing support (2026–27)
3. Review progress with the board and adjust as needed (Quarterly)

Stronger Attendance. Greater Opportunity. Brighter Futures.

TEACH PUBLIC SCHOOLS

Coversheet

Consider and Approve the English Learner Master Plan

Section:	III. Items for Potential Action
Item:	N. Consider and Approve the English Learner Master Plan
Purpose:	Vote
Submitted by:	
Related Material:	TEACH EL Master PlanFinal.docx.pdf



2026-2027

Master Plan

for English Learners

TEACH
PUBLIC SCHOOLS

TEACH Public Schools

TABLE OF CONTENTS

Acknowledgements 3
TEACH Public Schools Vision, Purpose, and Goals 4
ELD Vision, Purpose & Goals of EL Master Plan 5
Chapter 1: IDENTIFICATION, ASSESSMENT & ENROLLMENT 7
- Step I: Initial Identification Procedure 7
  - TEACH Home Language Survey 8
- Step II: English Language Proficiency Assessments 9
  - Initial ELPAC - Overall Scale Score Ranges 9
  - Identification of EL students Flow Diagram 10
- Step III: Parent Notification Letter 11
- Step IV: Program Placement 12
- EL Transition from Elementary → Middle → High School 13

Chapter 2: ELD INSTRUCTIONAL PROGRAMS & SUPPORT SERVICES 16
- TEACH Language Acquisition Program Model 16
- Components of SEI 16
- Designated ELD Instruction 17
- Additional Support Services 19
- The K-12 California ELD Standards 20

Chapter 3: STAFFING & PROFESSIONAL DEVELOPMENT 23
- Certification & Credentialing 23
- Positions & Roles 23
- Professional Development 24

Chapter 4: ELPAC PREP, ASSESSMENT & PROGRESS MONITORING 26
- ELPAC Interim Assessments (IA) Practice & Training Tests 26
- Summative ELPAC / Alternate ELPAC 27
- Progress Monitoring 27

Chapter 5: RECLASSIFICATION PROCEDURES 29
- Reclassification Criteria 29
- K-12 Observation Protocol for Teachers of English Learners (OPTEL) 30
- TEACH Parent Recommendation Letter 31
- RFEP Monitoring & Support 32

Chapter 6: FAMILY & COMMUNITY ENGAGEMENT 34
- Parent Center & Classes 34
- English Learner Advisory Committee (ELAC) 34
- District English Learner Advisory Committee (DELAC) 35

Chapter 7: EVALUATION & CONTINUOUS IMPROVEMENT 37

ACKNOWLEDGMENTS

TEACH Public Schools District
“The RAMS”

English Learner Master Plan

Board Approval Date: [date]

Founders
Mildred S. Cunningham
Edith H. Morris

Governing Board of Directors
Cecilia Sandoval, Board Chair
Marc Maye, Board Secretary
James Lobdell, Member
Austin Dragon, Member

Mr. Matthew Brown, Executive Director

Prepared by:
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TEACH Public Schools gratefully acknowledges materials developed by Encinitas Union School District, Green Dot Public Schools, and the California Department of Education for the completion of this Master Plan.

TEACH PUBLIC SCHOOLS VISION, PURPOSE & GOALS

TEACH Public Schools are innovative, dynamic, creative, and educationally enriching institutions of positive-driven learning. We believe that all children can learn when taught well and given an opportunity. We adhere to the thinking of philosopher G. Givhan, “What you pay attention to grows.” By looking consistently at our students and the data of our practices, our teachers and students will “grow” in their development and to great successes in the 21st century.

VISION

TEACH Public Schools 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 our schools will be effectively applied to their daily life.

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.

GOALS

To fulfill our mission, we will:

- Challenge students who are unchallenged by traditional teaching applications to attain academic proficiency to grade level and above
- Allow each student the freedom to learn by exploring cutting edge technologies and concepts
- Enable 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

ELD VISION, PURPOSE & GOALS OF EL MASTER PLAN

VISION

TEACH Public Schools greatly values our students' multilingualism and the cultures they bring to our classrooms. The district provides various Master Plan instructional program options for students to achieve academically and learn one or more languages.

The TEACH Public Schools Master Plan for English Learners (ELs) sets the district's vision for educating our culturally and linguistically diverse students in an equitable way. Through a whole-school approach, EL students and their families are supported, included, and empowered to achieve mastery of content and language-specific standards while developing life skills and social-emotional awareness and intelligence that will foster lifelong learning and success.

PURPOSE

The purpose of this Master Plan is to support all stakeholders, (i.e., students, parents/guardians, families, teachers, faculty, admin and school leaders, community and city partners, organization leaders, and board directors) in understanding and providing feedback on our English Learner programs. The Master Plan provides information for school leaders to follow identification, assessment, and placement procedures, as well as programming options available for families of English Learner students. Herein are also resources for instructional leaders on how to implement and monitor integrated and designated instruction of those programs, and mark ways for parent, family, and the surrounding community involvement in the process.

This Master Plan is designed to ensure alignment and cohesion among all TEACH Public Schools to promote equity and fairness for all TEACH English Learner students and families. This document also delineates the educational support for TEACH public schools EL students transitioning from one school to the next (i.e., elementary to middle school, and middle school to high school), as well as an alumni support program offered to EL high school graduates who are transitioning to a college, university, or trade school post graduation. Next, information on Reclassified Fluent English Proficient (RFEP) students exiting the EL program(s) is included, and denotes the monitoring and services provided to those students and their families. Finally, in collaboration with the TEACH Director of Student & Family Engagement, this Master Plan details the organization's District English Learner Advisory Committee (DELAC) functions and meeting proceedings.

The content included in the Master Plan serves to ensure all schools within the TEACH district are in compliance and meet state and federal requirements while also fulfilling TEACH's vision to foster the development of English Learners' identities as English Learners/Multilingual students by valuing their life experiences and home languages. We will create equitable and rigorous instructional school experiences for all ELs in order to prepare them for college, career, and life in a modern, technologically-advanced world after graduation.

GOALS

To fulfill our ELD goals, we will:

- Develop a comprehensive EL Master Plan (this document) that outlines supports, services, and ensures compliance with California and US federal guidelines
- Build a shared sense of responsibility and urgency among all stakeholders to meet the needs of EL students
- Recognize families and community members as essential partners by honoring and leveraging their language, culture, skills, and lived experiences
- Position every teacher as an Integrated ELD educator, supported by collaboration with content area teams and sustained professional development
- Ensure educators understand and implement the CA ELD Standards and ELA/ELD Framework effectively, and are prepared to support students' success on the ELPAC
- Strengthen instructional programs and professional learning to ensure English Learners (ELs) engage with rigorous, intellectually stimulating, and appropriately challenging content
- Guide schools in the use of multiple data points to place, monitor, and support ELs across their academic journey
- Provide access to curriculum and professional development that helps English Learners gain confidence, strengthen communication skills, and become self-advocates in their learning
- Integrate and affirm students' cultural and linguistic identities within the curriculum
- Promote the use of texts and learning materials that reflect and celebrate the diverse identities of English Learners
- Collaborate with the Students with Exceptionalities (SwE) department to assist teachers in writing and implementing IEPs that prioritize language development and support reclassification for dually identified students
- Facilitate school-wide and cross-departmental dialogue focused on supporting the social-emotional well-being of English Learners

CHAPTER 1: IDENTIFICATION, ASSESSMENT & ENROLLMENT

This chapter outlines the policies and procedures used by TEACH Public Schools for the initial identification, assessment, and placement of students. These processes are designed to ensure consistency across enrollment, testing, and communication with families regarding available program options and placement decisions. It includes detailed guidance on identifying different types of English Learners, enrolling transfer students, and training staff and administrators on proper procedures, including parent rights and informed consent.

Step I: Initial Identification Procedure - Home Language Survey

- When a parent/guardian enrolls their child in a TEACH public school for the first time, they are asked to complete the Home Language Survey (**HLS**) as part of the registration packet. This survey consists of four questions pertaining to the home language of the family, and all four questions need to be answered.
*Note: the only HLS that is valid is the one completed by the parent/guardian at the initial enrollment in a California public school. Student language proficiency will be obtained from the California Longitudinal Pupil Achievement Data System (CALPADS) and prior records will be obtained from the former district.
- If the answers to questions 1, 2, 3, and 4 are “English,” the child is classified as English Only (**EO**). The parent/guardian is notified and provided a description of the English Language Mainstream (**ELM**) program available to their child.
- If only question #4 indicates a language other than English, the parent/guardian will be contacted to determine if English proficiency testing is necessary.
- The completed Home Language Survey must be kept on file in the student’s permanent cumulative folder.

TEACH Public Schools - Home Language Survey (HLS)
California Department of Education

HOME LANGUAGE SURVEY/*SONDEO DE PRIMER IDIOMA*
ENGLISH VERSION/*VERSIÓN EN ESPAÑOL*

Name of Student: _____ _____ _____
(*Nombre del Alumno*): Surname / Last Name (*Apellido*) First Given Name (*Nombre de Pila*) Second Given Name (*Segundo Nombre*)

School: _____ Age: _____ Grade Level: _____ Teacher Name: _____
(*Escuela*) (*Edad*) (*Nivel de Año*) (*Nombre del Maestro*)

Directions to Parents and Guardians:
Instrucciones para los padres y tutores:

The California *Education Code* contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. This information is essential in order for the school to provide adequate instructional programs and services.
El Código Educativo de California contiene requisitos legales que le indican a las escuelas determinar los idiomas hablados en el hogar de cada alumno. Esta información es esencial a fin de que la escuela proporcione programas y servicios instructivos adecuados.

As parents or guardians, your cooperation is requested in complying with this legal requirement. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered.
Como padres o tutores, se solicita su cooperación en cumplir con este requisito legal. Favor de responder a cada una de las cuatro preguntas al seguir lo más correctamente que sea posible. Para cada pregunta, escriba los nombres de los idiomas que corresponden en el espacio proporcionado. Favor de no dejar una pregunta en blanco.

1. Which language did your child learn when he/she first began to talk? _____
   ¿Cuál idioma aprendió su hijo/a cuando él/ella inicialmente empezó a hablar?
2. Which language does your child most frequently speak at home? _____
   ¿Cuál idioma habla más frecuentemente su hijo/a en casa?
3. Which language do you (the parents or guardians) most frequently use when speaking with your child? _____
   ¿Cuál idioma usa usted (los padres o tutores) más frecuentemente al hablar con su hijo/a?
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) _____
   ¿Cuál idioma se habla más frecuentemente por los adultos en el hogar? (padres, tutores, abuelos o cualquier otro adulto)

Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.
Favor de firmar y notar la fecha en este formulario en los espacios proporcionados al seguir, luego entrega el formulario al maestro de su hijo/a. Gracias por su cooperación.

_____ _____
Signature of Parent or Guardian Date
Firma del Padre o Tutor *Fecha*

Form HLS, Revised October 2005 (*Formulario HLS, Modificado octubre de 2005*)
California Department of Education (*Departamento de Educación de California*)



Step II: English Language Proficiency Assessments

California state regulations require that if the student's Home Language Survey indicates a language other than English is used at home, the student's English language proficiency level must be assessed within **30 calendar days** of enrollment.

Transitional Kindergarten: TEACH Public Schools will administer the Home Language Survey to TK students as required. Because TK enrollment does not constitute "initial enrollment" for purposes of California English learner identification, TK students will not be administered the Initial ELPAC for purposes of English learner classification. TEACH may provide developmentally appropriate language-development support based on classroom observation and student need. Upon enrollment in kindergarten, students will be assessed in accordance with applicable state requirements.

English proficiency for **grades K-12** is the Initial English Language Proficiency Assessments for California, known as the **Initial ELPAC.** The official assessments can be located in the Test Operations Management System, or **TOMS**, and the student will need their California Statewide Student Identifier, or **SSID #**, assigned to the student upon enrollment to the school. The assessment is administered by personnel during the assessment window, and as close to the date of enrollment as possible. The administer of the test must complete the appropriate training on the ELPAC Moodle Training site prior to administering any assessments: https://moodle.caaspp-elpac.org/.

The Initial ELPAC provides a consistent, standardized measurement of English language proficiency across the state to all eligible students, whose primary language is other than English, in four domains: **Listening, Speaking, Reading, and Writing**.

The Overall score consists of the student's Oral Language and Written Language performance levels. The weighting of the Oral Language and Written Language performance levels is based on the student's grade level.

Students will receive an Overall score that falls into one of three levels. As the Initial ELPAC is only administered once to eligible students, the same score ranges are used for all grade levels. The table below shows which scores fall within each range.

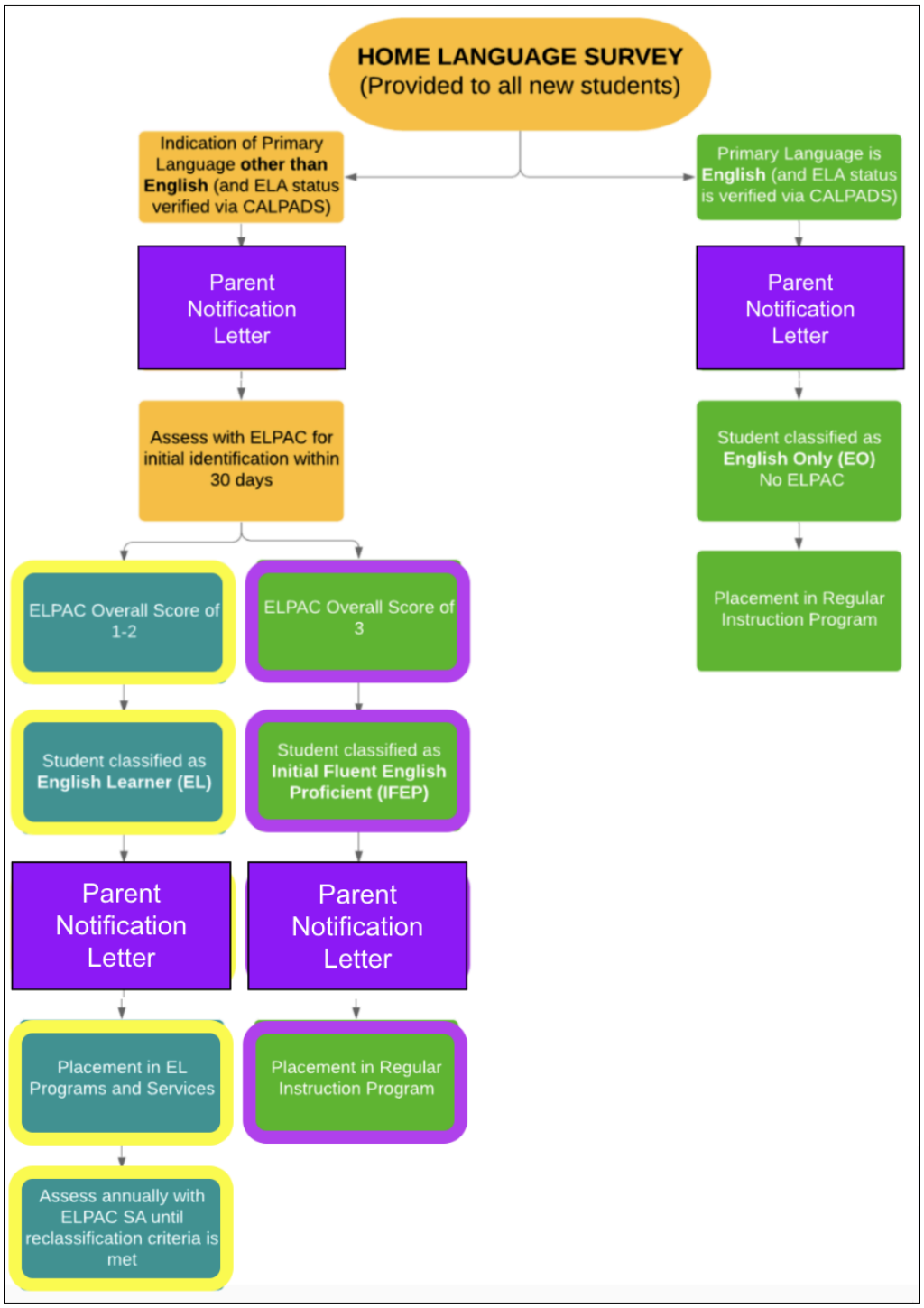
Initial ELPAC Overall Scale Score Ranges

Novice English Learner: **1**	Intermediate English Learner: **2**	Initial Fluent English Proficient (IFEP): **3**
150–369	370–449	450–600

Once student assessment results are published in TOMS, a student who receives an overall score of **1** or **2** will be automatically classified as an English Learner (EL) in

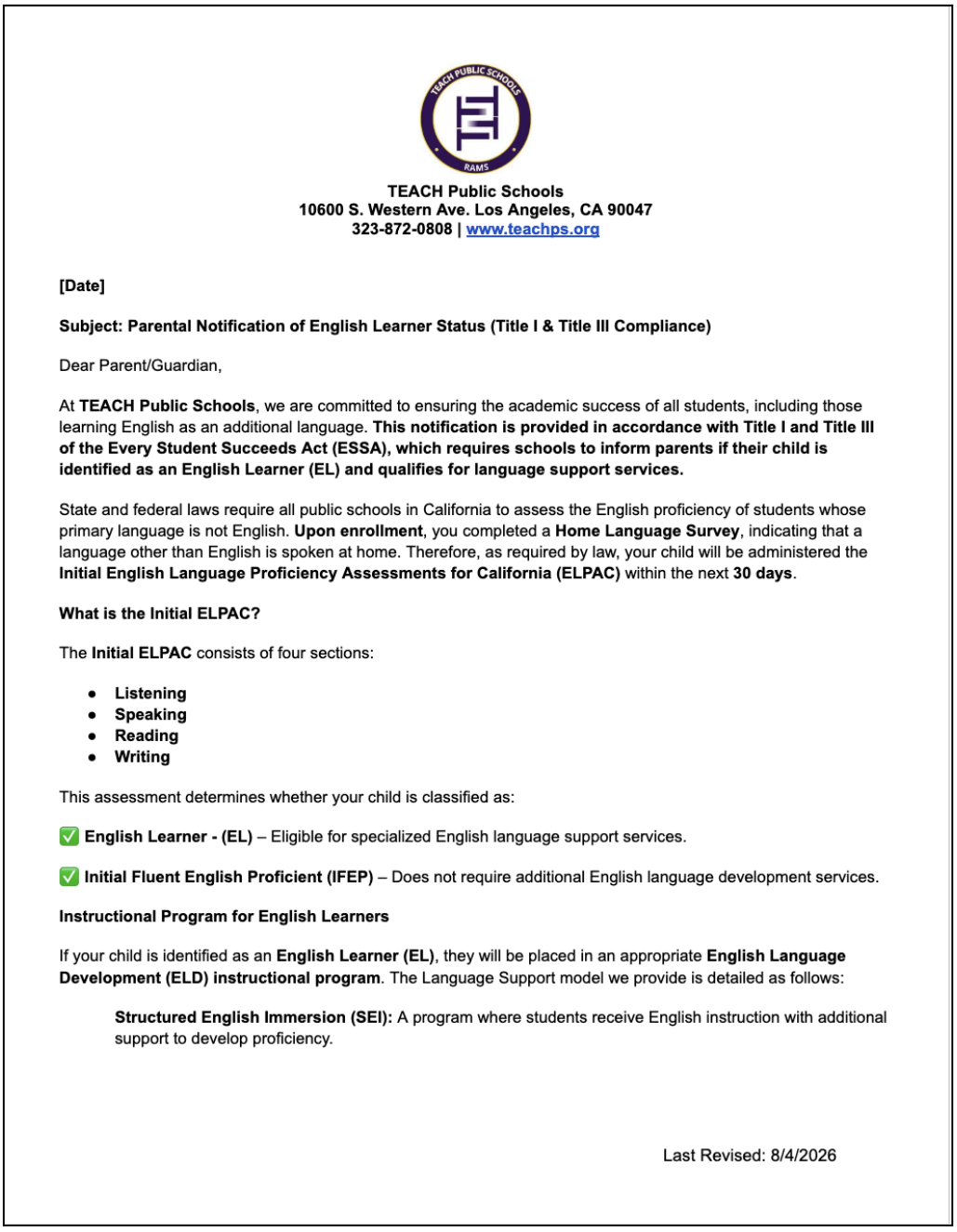
TOMS, and will be placed in the school's ELD program and eligible for all services and supports provided by the school (see Chapter 2: ELD Instructional Programs & Support Services) A student who receives an overall score of **3** will be classified as Initial Fluent English Proficient (IFEP) and will be placed in the school's Regular Instruction Program.

Identification of EL students Flow Diagram



Step III: Parent Notification Letter

Prior to assessing the student for their English proficiency, the parent notification letter below will be provided to the parent/guardian of the child in compliance with Title I and Title III. This letter serves to inform stakeholders of the contents of the Initial ELPAC, as well as the determining classifications designated automatically by TOMS upon receiving the student's test results. Also, it describes the instructional program(s) provided by TEACH for English Learners, along with Parental Rights and additional supports offered.



TEACH Public Schools
10600 S. Western Ave. Los Angeles, CA 90047
323-872-0808 | www.teachps.org

[Date]

Subject: Parental Notification of English Learner Status (Title I & Title III Compliance)

Dear Parent/Guardian,

At **TEACH Public Schools**, we are committed to ensuring the academic success of all students, including those learning English as an additional language. **This notification is provided in accordance with Title I and Title III of the Every Student Succeeds Act (ESSA), which requires schools to inform parents if their child is identified as an English Learner (EL) and qualifies for language support services.**

State and federal laws require all public schools in California to assess the English proficiency of students whose primary language is not English. **Upon enrollment**, you completed a **Home Language Survey**, indicating that a language other than English is spoken at home. Therefore, as required by law, your child will be administered the **Initial English Language Proficiency Assessments for California (ELPAC)** within the next **30 days**.

What is the Initial ELPAC?

The **Initial ELPAC** consists of four sections:

- **Listening**
- **Speaking**
- **Reading**
- **Writing**

This assessment determines whether your child is classified as:

✅ **English Learner - (EL)** – Eligible for specialized English language support services.

✅ **Initial Fluent English Proficient (IFEP)** – Does not require additional English language development services.

Instructional Program for English Learners

If your child is identified as an **English Learner (EL)**, they will be placed in an appropriate **English Language Development (ELD) instructional program**. The Language Support model we provide is detailed as follows:

Structured English Immersion (SEI): A program where students receive English instruction with additional support to develop proficiency.

Last Revised: 8/4/2026

TEACH Public Schools
10600 S. Western Ave. Los Angeles, CA 90047
323-872-0808 | www.teachps.org

Parental Rights & Additional Support

- You have the **right to request a different instructional program** for your child.
- You may **decline or opt out** of specific EL services, though the school is still required to monitor your child's progress in English proficiency.
- You can schedule a meeting with our staff to discuss your child's **placement, progress, and available services**.

For more information about the **ELPAC and English Language Development (ELD) programs**, please visit the **California Department of Education (CDE)** website: https://www.cde.ca.gov/ta/tg/ep/

We are committed to working with you to ensure your child receives the best possible education. If you have any questions, please contact us at 323-872-0809.

Sincerely,

Mr. Julian S. Filidor
English Learners Program Manager
TEACH Public Schools
jfilidor@teachps.org

[Name]
Principal
TEACH Tech Charter High School
[email]@teachps.org

Optional Parent Confirmation:

Parent Signature: _____

Date: _____

Last Revised: 8/4/2026

Step IV: Program Placement

Upon receiving the student's score on the Initial ELPAC published within TOMS, the parent/guardian is informed of the student's test results. A copy of the official Score Report will be provided along with the Parent Notification Letter. Within this letter, the available Language Acquisition program(s) offered by TEACH will be detailed. The primary Language Acquisition program TEACH Public Schools offers to English Learners, in compliance with Title 5, California Education Code 300-340, is the **Structured English Immersion Program (SEI).** As mentioned in Step II, a student that

receives an overall score of **1** or **2** on the Initial ELPAC will be placed within the school's ELD program and receive designated supports. If the student receives an overall score of **3**, the student will be placed in the English Language Mainstream program.

Once a student is classified as an EL, then they are to be assessed annually by the **Summative ELPAC** each Spring during the mandated testing window until the student achieves all criteria necessary to be reclassified (see Chapter 5: Reclassification Procedures). Both the Initial and Summative ELPAC are standardized language proficiency tests designed to measure the English proficiency of non-native speakers in four domains: **Reading, Writing, Listening, and Speaking**. The child receives a score for each part of the test as well as an overall proficiency score. The score types include a raw score, a scale score, and a proficiency level.

Parental Exception Waiver

Parent Choice of Language Acquisition Program
Parents or legal guardians may choose a language acquisition program that best suits their child, consistent with California Education Code and applicable regulations. TEACH Public Schools currently offers Structured English Immersion as its language acquisition program. TEACH will provide parents with information regarding available language acquisition programs and applicable parent choice rights.

EL Transition from Elementary → Middle → High School

TEACH Public schools consists of three (3) schools across five (5) campuses:

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School (a.k.a., TEACH Prep Elementary)
TEACH Academy of Technologies Middle School
TEACH Tech Charter High School

In our effort to create alignment and ensure that each English Learner is placed appropriately within the school's Language Acquisition programs, the district's serving English Learner Program Manager will work closely with the schools' EL Coordinators. This includes the transfer of student rosters, including ELPAC scores and EL Levels, for ELs graduating from the elementary school and enrolling into the middle school, as well as ELs graduating from the middle school and enrolling into the high school. Specific ELD supports (outlined in the next chapter) will continue to be provided for students depending on individual needs. TEACH Public Schools is committed to promote equity and fairness for all TEACH English Learner students and families.

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ALIGNED CA STATE & FEDERAL CODES

II-EL 03: EL Identification and Assessment

3.0 (EC §§ 313, 60810)
Each LEA must properly identify and assess all students who have a home language other than English.

3.1 (5 CCR §§ 11510[k], 11511[a])
A home language survey (HLS) must be used at the time of initial enrollment to identify language use in the home.

3.2 (5 CCR §§ 11307[a], 11511)
Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, must be assessed for English proficiency by means of the current English language proficiency assessment. Administration of the assessment must follow all of the publisher's instructions.

3.4 (EC §§ 313, 60810; 5 CCR § 11511[b])
All currently enrolled ELs must be assessed for English language proficiency by administering the current English Language Proficiency Assessments for California (ELPAC) during the annual assessment window.

CA (EC § 310 (2025)

(a) Parents or legal guardians of pupils enrolled in the school may choose a language acquisition program that best suits their child pursuant to this section. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible, based upon the requirements of Section 305.

(b) If a school district implements a language acquisition program pursuant to this section, it shall do both of the following:

(1) Comply with the kindergarten and grades 1 to 3, inclusive, class size requirements specified in Section 42238.02.

(2) Provide, as part of the annual parent notice required pursuant to Section 48980 or upon enrollment, the parent or legal guardian of a minor pupil with information on the

types of language programs available to pupils enrolled in the school district, including, but not limited to, a description of each program.

3.6 (20 United States Code [U.S.C]. § 7011; EC § 60810)
Each LEA must identify all immigrant children and youth (ages 3 through 21), who were not born in any state in the U.S. and have not attended school in any state in the U.S. for more than three full academic years.

CHAPTER 2: ELD INSTRUCTIONAL PROGRAMS & SUPPORT SERVICES

TEACH Language Acquisition Program Model

TEACH Public Schools values the life experiences and home languages of all of our students. We are also committed to providing all students and families with access to all instructional and non-instructional lessons, materials, announcements, extra-curricular clubs, communications, and supports on a daily basis.

In an effort to best support our English Learner students, and thrive towards effective English language acquisition, TEACH Public Schools follows the Structured English Immersion (SEI) program with integrated and designated ELD.

Structured English Immersion (SEI) is a language acquisition program for English learner (EL) students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English.

The goals of the SEI program are to help ELs:

- develop English proficiency in the areas of Reading, Writing, Listening, and Speaking quickly and progressively;
- participate fully in grade-level classroom instruction to achieve grade-level content standards and keep pace with non-English Learners;
- meet all reclassification criteria in order to transition to mainstream, fluent English-proficient classes

Components of SEI

While attending a TEACH Public School, English Learner students receive:

1. **General Education Classroom Instruction**

ELs will learn with grade-level classmates and receive instruction in all subjects, including English Language Arts, Mathematics, the Sciences, and elective courses.

2. **Integrated ELD Support**

The district's EL Program Manager (see Chapter 3, *Positions & Roles* section) is responsible for providing periodic Professional Development to teachers on EL strategies and best practices, as well as in-the-classroom observations and feedback. Teachers use strategies such as visuals; vocabulary support; teacher exemplars; translated materials in student's home language; sentence starters/frames; English subtitles for videos; guided practice, additional time to complete assignments; strategic

seating and grouping; and other integrated strategies and supports to assist ELs understand grade-level content while continuing to learn English.

Besides Teacher implementation of Integrated ELD Support, the school's EL Instructional Aide will further assist English Learners acquire the comprehension and skills necessary to meet Standards. ELD Aides assist Teachers and students in the classroom based on an Integrated ELD Support rotating schedule.

3. Designated English Language Development (ELD) Instruction

EL students, upon the determination of the district's EL Program Manager and the school site's EL Coordinator, will receive focused, differentiated, and standards-based English Language Development instruction to improve reading, writing, listening and speaking skills on a daily basis. Data from language proficiency assessment scores and benchmarks (see Chapter 5, *Basic Skills* section) is utilized to group ***emerging, expanding,*** and ***bridging*** ELs to deliver differentiated ELD Standards (see p. 20 of this chapter) and Learning Targets for all grade levels. Details of Designated ELD instruction per school site are as follows:

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

Grades TK/Kindergarden: Daily Designated ELD – 1-hour blocks on Mondays, Tuesdays, Thursdays, and Fridays. Wednesdays, which are early-release days, English Learners in these grades receive 45 minutes of designated ELD instruction during their 'Literacy Centers' (stations) within their ELA block. Daily ELD instruction totals **285 minutes per week**. Designated ELD is provided in a small-group instruction model provided by the certificated and EL-authorized Lead Teacher using curriculum such as The Science of Reading. This ELD block will be focused on building students' **phonological awareness, phonics, fluency, vocabulary**, and **comprehension**.

Within the regular TK schedule, Designated ELD takes place from 10 am – 11 am, immediately before lunch. On early-release Wednesday schedules, ELD is instructed from 11-11:45 AM, also immediately before lunch. For ELs in grade K, Designated ELD takes place from 11:30am – 12:30am, immediately after lunch. On Wednesday schedules, ELD takes place from 11:30 - 12:15 PM, after lunch.

1st Grade: Daily Designated ELD – 30-minute blocks on Mondays, Tuesdays, Thursdays, and Fridays; 20-minute blocks on Wednesdays for a total of **140 minutes per week**. Designated ELD instruction is provided in a small-group instruction model by the Lead Teacher using curriculum such as McGraw Hill's Wonders ELD. Key skills targeted include **Guided Reading, Collaborative Language Practice,** and **Interactive Writing.**

Within the 1st grade regular schedule, this ELD block takes place from 11:35 am – 12:05 pm, immediately after lunch. On early-release Wednesday schedules, small-group ELD instruction occurs within the ELA block from 10 am – 12:30 pm after Nutrition (a 20-minute block scheduled upon Teacher discretion).

2nd & 3rd Grades: Daily Designated ELD – 55-minute blocks, Mondays, Tuesdays, Thursdays, and Fridays; 20-minute blocks on Wednesdays for a total of **240 minutes per week**. Designated ELD instruction is provided in a whole-class setting by the assigned, certificated and EL-authorized ELD Instructor using curriculum such as McGraw Hill's Wonders ELD. 2nd & 3rd grade ELs are combined during this period, except on Wednesdays when they will remain with their regular Lead Teacher. Equally, English language proficiency levels (*emerging, expanding,* and *bridging*) will help guide strategic groupings and pairings, determined by student needs. Key skills targeted include **Guided Reading, Collaborative Speaking & Listening,** and **Response Writing**.

Within the regular schedule for grade 2, this ELD block takes place from 12:10 pm – 1:05 pm, after lunch and Math instruction. On early-release Wednesday schedules, small-group ELD instruction occurs within the ELA block from 10 am – 12:30 pm after Nutrition (a 20-minute block scheduled upon Teacher discretion). For ELs in grade 3, Designated ELD is also given from 12:10 – 1:05 pm, immediately after lunch, but before Math instruction. On Wednesday schedules, small-group ELD instruction occurs within the ELA block from 10:35 am – 12:45 pm after Nutrition (a 20-minute block scheduled upon Teacher discretion).

4th & 5th Grades: Daily Designated ELD – 45-minute blocks on Mondays, Tuesdays, Thursdays, and Fridays; 20-minute blocks on Wednesdays for a total of **200 minutes per week**. Designated ELD instruction is provided in a whole-class setting by the assigned, certificated and EL-authorized ELD Instructor using curriculum such as McGraw Hill's Wonders ELD. 4th & 5th grade ELs are combined, except on Wednesdays when they will remain with their regular Lead Teacher. Key skills targeted include **Close Reading & Language Analysis, Collaborative Conversations,** and **Academic Writing.**

Within the regular schedule for grade 4, this ELD block takes place from 1:10 pm – 1:55 pm, after lunch and Social Emotional Learning/Enrichment block. On early-release Wednesday schedules, small-group ELD instruction occurs within the ELA block from 10:35 am – 12:45 pm after Nutrition (a 20-minute block scheduled upon Teacher discretion). Within the regular schedule for grade 5, it takes place at the same time (1:10 pm – 1:55 pm), after lunch and PE, and before the Social Emotional Learning/Enrichment block. On Wednesday schedules, small-group ELD instruction

occurs within the ELA block from 11:10 am – 1 pm after Nutrition (a 20-minute block scheduled upon Teacher discretion).

TEACH Academy of Technologies Middle School

5th Grade: Designated ELD – 50-minute block on Mondays, Tuesdays, Thursdays, and Fridays for a total of **200 minutes per week**. Designated ELD instruction is provided in a small-group instruction model by the Lead Teacher using curriculum such as McGraw Hill's Wonders ELD. Key skills targeted include **Close Reading/Language Analysis, Collaborative Conversations,** and **Academic Writing.**

Within the daily schedule for grade 5, direct Designated ELD Instruction takes place at the end of the school day during the Success Academy block from 2:40 pm – 3:30 pm.

Grades 6-8: Designated ELD – 50-minute block on Mondays, Tuesdays, Thursdays, and Fridays for a total of **200 minutes per week**. Designated ELD instruction is provided in a whole-class setting by the assigned, certificated and EL-authorized ELD Instructor using curriculum selected by the EL Program Manager, which could include the McGraw Hill StudySync ELD embedded support lessons. Students across each individual grade level Advisory classes are combined during this period. Key skills targeted include **Sustained Silent Reading, Collaborative Dialogues using Academic Vocabulary,** and **Structured Academic Writing.**

Within the TEACH Academy of Technologies daily schedule, grades 6 & 8 receive ELD Instruction at the end of the school day during the Success Academy block from 2:40 – 3:30 pm. Grade 7 receives this block of instruction in the morning after Advisory and a passing period from 9:05 am – 9:55 am, also during the Success Academy period.

TEACH Tech Charter High School

Grades 9-12: Designated ELD Instruction is provided in two (2) sections, ELD 1 and ELD 2. Placement into one of these sections is determined by the student's overall language proficiency, determined by a number of factors, including their previous school year's: ELPAC score; English SBAC score; Basic Skills in Reading / Language Use in school-wide assessment score range; performance in their ELA class. These two ELD sections take place within the school's block schedule. Blocks consist of two (2) 100-minute segments per week on Mondays, Tuesdays, Thursdays, or Fridays, as well as one (1) 40-minute block on Wednesdays for a total of **240 minutes per week**. Designated ELD instruction is provided in a whole-class setting by the assigned, certificated and EL-authorized ELD Instructor using curriculum selected by the EL Program Manager, which could include the McGraw Hill StudySync ELD embedded support lessons. Key skills targeted include **Reading Fluency, Collaborative**

Project-based Discussions, Public Speaking & Academic Presentations and **Structured College-ready Academic Writing.**

Additional Support Services

Our school district provides additional supports to help English Learners succeed academically, develop their English skills, and continue to grow socially and emotionally. Addition services include:

1. **Individual/Small Group Tutoring**

All TEACH Public Schools Teachers are required to provide a minimum of one “Tutoring Hour” per week on their designated tutoring day after school. This provides ELs extra time and support to achieve academic skills from their classroom teacher.

2. **Individual/Small Group ELD Instruction**

New-comer ELs, as well as ELs deemed to be of high-needs (including, but not limited to, students who are dually classified and have an Individualized Education Plan (**IEP**)) may receive small-group ELD instruction from a California-authorized staff member. These small-setting lessons will take place during regular school hours on a periodic pull-out schedule determined by the EL Program Manager and the school’s EL Coordinator.

3. **Literacy Coach Support**

A school site’s Literacy Coach may provide additional reading and writing support to EL students. Like Individual/Small Group ELD Instruction, this support will be provided to students who need additional help to reach their academic content and/or language state standards.

4. **Expanded Learning Opportunities Program (ELOP)**

Free Saturday weekend learning sessions are provided on a periodic basis throughout the school year. Students, including ELs, who would like additional tutoring and Teacher support to continue to develop their English proficiency are highly encouraged to attend.

The K-12 California ELD Standards

TEACH Public Schools, in accordance with California Education Code (EC) Section 60811, faithfully implements the California English Language Development Standards (CA ELD Standards) within every classroom from Kindergarten through grade 12.

The CA ELD Standards amplify the California State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (ELA/Literacy). The CA ELD Standards, when used in tandem with state content standards, assist English learner students to build English proficiency, refine the academic use of English, and provide students access to subject area content.

EL students need:

- to understand how to use the language meaningfully;
- a purpose for using English within a social function;
- and know how to access resources to be precise and convey exact meaning.

By embedding the CA ELD Standards within every lesson, TEACH Public Schools actively strives to fulfill its Mission to provide a learning environment focused on literacy.



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ALIGNED CA STATE & FEDERAL CODES
EL 13: Language Program Options and Parent Choice **13.0** Language acquisition programs may include, but are not limited to, all of the following: **13.1 (EC § 305[a][2])**
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School districts and county offices of education must, at a minimum, provide ELs with a structured English immersion (SEI) program.

(EC § 306[c][3])
SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English.

(a) **(EC § 306[c][1])** Dual-language immersion programs that provide integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.
(b) **(EC § 306[c][2])** Transitional or developmental programs for ELs that provide instruction to students that utilizes English and a student's native language for literacy and academic instruction and enables an EL to achieve English proficiency and academic mastery of subject matter content and higher order skills, including critical thinking, in order to meet state-adopted academic content standards.

13.2 (EC § 306[c])
Parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. "Language acquisition program" refers to educational programs designed to ensure English acquisition as rapidly and as effectively as possible and provide instruction to students on the state-adopted academic content standards, including the ELD standards. The language acquisition programs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language.

13.3 (EC § 310[a])
Schools in which parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade request a language acquisition program designed to provide language instruction must be required to offer a program to the extent possible.

CHAPTER 3: STAFFING & PROFESSIONAL DEVELOPMENT

Certification & Credentialing

California state law requires appropriate authorization of teachers to provide instruction to English Learners, including individuals providing specified EL services (EC Section 44001, EC Section 44830(a),EC Section 44831, and EC Section 44253.1). Any Teacher assigned to provide English Language Development, Structured English Immersion or primary language instruction to English learner students at a TEACH Public School must possess an active English Learner or Bilingual Authorization designated by the **California Commission on Teacher Credentialing (CCTC)**. Teacher hiring and placement decisions are under the discretion of the acting Chief Academic & Strategic Initiatives Officer and based on student and program needs, including English Learner enrollment, data, and other relevant factors.

Notice of Nondiscrimination: TEACH Public Schools does not discriminate on the basis of race, color, ancestry, national origin, ethnic group identification, 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.

Positions & Roles

English Learners Program Manager

Under the direction of the Chief Academic & Strategic Initiatives Officer, the English Learners Program Manager serves as the organization-wide lead for English Learner programs across TEACH Public Schools' elementary, middle, and high school programs. This position is responsible for the development, implementation, monitoring, evaluation, and continuous improvement of the TEACH Public Schools English Learner Master Plan to ensure aligned TK–12 systems of instruction, compliance, support, and academic achievement for Multilingual learners. The English Learner Program Manager collaborates with school leaders, EL Coordinators, teachers, intervention staff, Special Education teams, families, and organizational leadership to support Designated and Integrated ELD instruction aligned to the California ELA/ELD Framework and California ELD Standards while overseeing systems related to identification, placement, progress monitoring, reclassification, RFEP support, family engagement, and compliance.

EL Coordinator

Under the supervision of the English Learners Program Manager, the ELD Coordinator is responsible for building the instructional capacity of teachers and developing systemic supports to improve outcomes for English Learner (EL) students within the individual school site. This position will provide specialized expertise in the implementation of English Language Development (ELD) standards, strategies, and frameworks that advance academic language acquisition and accelerate reclassification rates. This role is critical to enhancing schoolwide capacity for integrating EL supports into core instruction and fostering a culture of inclusivity and academic excellence for Multilingual learners.

EL Instructional Aide (ELD Aide)

Under the direction of the school-site EL Coordinator, this position assists the EL Coordinator, teachers, and EL students on a daily basis by providing support in the classroom as needed. ELD Aides are selected based on the needs of the district. Instructional Aides must possess a high school diploma or equivalent, and preferably have completed 48 post high school units, or passed the District Proficiency and Instructional Assistance Assessments.

Professional Development

As recognized by the California Department of Education (CDE) and the Commission on Teacher Credentialing (CTC), there is an integral relationship between educator effectiveness and student outcomes. In May 2015, the State Board of Education adopted the Quality Professional Learning Standards for California. The QPLS will serve as a guiding framework for providing Professional Development opportunities to TEACH Public Schools instructional staff in all areas, especially in regards to Professional Development to support English Learners. The QPLS identify characteristics of professional learning that are designed to support educators in building individual and collective capacity to meet professional, school, and student performance expectations. They are comprised of seven independent standards to support professional learning that is:

- Rooted in student and educator needs demonstrated through data
- Focused on content and pedagogy
- Designed to ensure equitable outcomes
- Designed and structured to be ongoing, intensive, and embedded in practice
- Collaborative with an emphasis on shared accountability
- Supported by adequate resources
- Coherent and aligned with other standards, policies, and programs

Professional Development, specifically for supporting English Learners, will be provided to all three school sites on a rolling, periodic basis. These PD's will be given by the EL Program Manager to teaching staff, and will consist of demonstrating research-based teaching strategies and accommodations, sharing of resources, news, and information pertinent to improving the support of English Learners.

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V-EL 11: Teacher EL Authorization

11.0 **(20 U.S.C. § 6826 [c]; EC §§ 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012–1013)** Teachers assigned to provide ELD and instruction in subject matter courses for ELs must be appropriately authorized.

V-EL 12: Professional Development Specific to English learners

12.0 Each LEA must provide professional development specific to the implementation of programs for ELs.

12.1 Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1011-1013) Each LEA must provide sufficient professional development to effectively implement the LEA's EL program.

12.2 Professional development is provided to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:

(a) **(20 U.S.C. § 6825[c][2][A])** Designed to improve the instruction and assessment of ELs.
(b) **(20 U.S.C. § 6825[c][2][B])** Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs.
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CHAPTER 4: ELPAC PREP, ASSESSMENT & PROGRESS MONITORING

Under the guidance of the English Learners Program Manager and the school's EL Coordinator, ELPAC prep will be provided to English Learners throughout the school year. The purpose of this preparation is to allow students to become familiar with the testing interface, build confidence in their testing abilities, and to understand the item types, format, and structure of the ELPAC. Through the TOMS online interface, Designated ELD Teachers could administer Training and Practice Tests, and Interim Assessments in a small-group, whole-class, or student-independent basis. ELPAC prep is a vital step to increase the readiness of English Learners and fulfill TEACH Public Schools' goals of maximizing EL Reclassifications.

ELPAC Interim Assessments (IA) Practice & Training Tests

ELPAC Training Tests, Practice Tests, and Interim Assessments
At-a-Glance

There are many tools available for teachers to gauge their students' learning and prepare them for the Summative English Language Proficiency Assessments for California (ELPAC) so that families can engage in student learning. This document provides a side-by-side comparison of ELPAC training tests, practice tests, and interim assessments to help educators decide which tool best fits their needs. These assessments are available for each domain (Listening, Speaking, Reading, and Writing) for kindergarten, grade one, grade two, and for grade spans three through five, six through eight, nine and ten, and eleven and twelve. There is an unlimited number of testing opportunities for each option.

Information	Training Tests	Practice Tests	Interim Assessments
Purpose	Allow students to become familiar with the testing interface and available accessibility resources for the ELPAC.	Provide students with opportunities to become familiar with the item types, format, and structure of the ELPAC.	Provide teachers with information on student performance to help gauge students' knowledge and skills in learning English.
Grade Levels	One test is available for each domain for each grade level and grade spans.	One test is available for each domain for each grade level and grade span.	Two test forms are available for each domain for each grade level and grade span.
Items	Offered by domain, these short assessments represent a variety of difficulty levels.	These full-length assessments mirror the summative assessments and are offered by domain with items that represent a variety of difficulty levels.	These assessments, offered by domain, contain about half the items of a full-length summative assessment and represent a variety of difficulty levels.
Directions and Scoring	*Directions for Administration (DFAs)* are available for each domain for each assessment. There are separate DFAs for braille. No scoring guides are available.	*DFAs* are available for each domain and assessment and contain scoring information. There are separate *DFAs* for braille. There are scoring guides for each assessment.	*DFAs*, training guides and exemplars, and test content and answer keys are available for each domain for each assessment. Results are generated once all scoring (including hand scoring) has been completed and submitted.
Logon	Access is available to anyone through a guest logon.	Access is available to anyone through a guest or secure logon.	Access is available to local educational agency staff through their secure logon.

Find additional information on the CAASPP and ELPAC Practice and Training Tests web page and on the CAASPP and ELPAC Interim Assessments web page.

California Department of Education • November 2025

Summative ELPAC / Summative Alternate ELPAC

The Summative ELPAC / Alternate ELPAC is an annual assessment given to students who are classified as English learners. This set of assessments is administered every spring during the designated testing window (between February and May) until the EL student is reclassified (see Chapter 5, *Reclassification Criteria* section). The purpose of the Summative ELPAC is to determine the English language proficiency level of an EL student, assess the student's progress in acquiring English skills (listening, speaking, reading, and writing), and support decisions for reclassifying a student's English Learner Acquisition Status (**ELAS**) to RFEP, when appropriate.

Parents will receive a Summative ELPAC Score Report that describes the four possible Summative ELPAC performance levels, the student's scores (e.g., overall, oral language, and written language) and their Summative ELPAC performance level. A sample of a student score report is available on the ELPAC Sample Student Score Reports (SSRs). For information about the four performance levels, reference the Summative ELPAC General PLDs web page.

Students whose IEP identifies the use of an alternate assessment and who are classified as EL students will take the Summative Alternate ELPAC every year until they are reclassified as proficient in English. The Summative Alternate English Language Proficiency Assessments for California (Alternate ELPAC) is used to determine the English language proficiency (ELP) of students in kindergarten through grade twelve whose primary language is not English. The Alternate ELPAC is aligned with the 2012 California English Language Development (ELD) Standards via the ELD Connectors and assesses the four domains in an integrated manner. This test is designed for students with the most significant cognitive disabilities who are English learner (EL) students and whose individualized education program (IEP) teams have determined that they are eligible for an alternate assessment.There is no parent opt out or medical exemption for this assessment.

In the event a TEACH Public Schools IEP Team identifies a student to take the Alternate ELPAC, the school's LEA can partner with a certified neighboring Local Educational Agency by signing a Memorandum of Understanding (MOU). This allows the neighboring LEA to handle test examiner training or student test administration. A copy of the signed MOU is emailed annually to elpac@scoe.net for confirmation.

Progress Monitoring

TEACH Public Schools supports English Learners from initial enrollment, through the ELD program, and after Reclassification. During a student's language acquisition journey, the school's EL Coordinator and school administrators strive to set incremental and achievement goals year over year. It is the responsibility of the EL Coordinator to

keep detailed records, including rosters of all ELs and their ELPAC Level, in an effort to monitor student progress and set goals for students.

English Learner Progress Indicator (ELPI)

Every year, the California School Dashboard, a division of the California Department of Education, publishes indicators for every California public school highlighting a school's performance. The CA Dashboard serves as a useful tool to monitor a TEACH Public School's English Learner progress and allows for the district's EL Program Manager, EL Coordinators, and school administrators to set overall goals for each school every year.



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(EC Section 313[f][1])
Assessment of English language proficiency (ELP) using an objective assessment instrument developed pursuant to California Education Code (EC) Section 60810, which, in California, is the Summative English Language Proficiency Assessments for California (ELPAC) and Summative Alternate ELPAC.

3.3 (EC §§ 313, 60810; 5 CCR § 11306)
Each LEA must annually assess the English language proficiency and academic progress of each EL.

3.5 (5 CCR § 11516.5)
Each EL on an active individualized education plan (IEP) or Section 504 Plan must be annually assessed for English language proficiency using the accommodations, modifications, or alternate assessments for the current ELPAC as specified in the student's IEP or Section 504 Plan.
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CHAPTER 5: RECLASSIFICATION PROCEDURES

Reclassification Criteria

TEACH Public Schools follows the California Department of Education requirements for reclassification of English Learner students. An English Learner will be considered for reclassification when the student has met all four required criteria:

1. Assessment of English Language Proficiency
The student achieves an Overall Performance Level of 4 on the Summative ELPAC. Students who take the Summative Alternate ELPAC must achieve an Overall Performance Level of 3.

2. Teacher Evaluation
The student's teachers and other certificated staff with direct responsibility for teaching or placement decisions will have an opportunity to provide an evaluation of the student's curriculum mastery and academic performance. The evaluation will be based on relevant student performance data and the student's ability to participate effectively in grade-level instruction in English.

3. Parent Opinion and Consultation
TEACH will provide the student's parent or guardian with notice of the student's eligibility for consideration for reclassification and an opportunity to participate in the reclassification process. TEACH will seek and consider the parent or guardian's opinion and input regarding the student's readiness for reclassification. Parent consent is not required for reclassification.

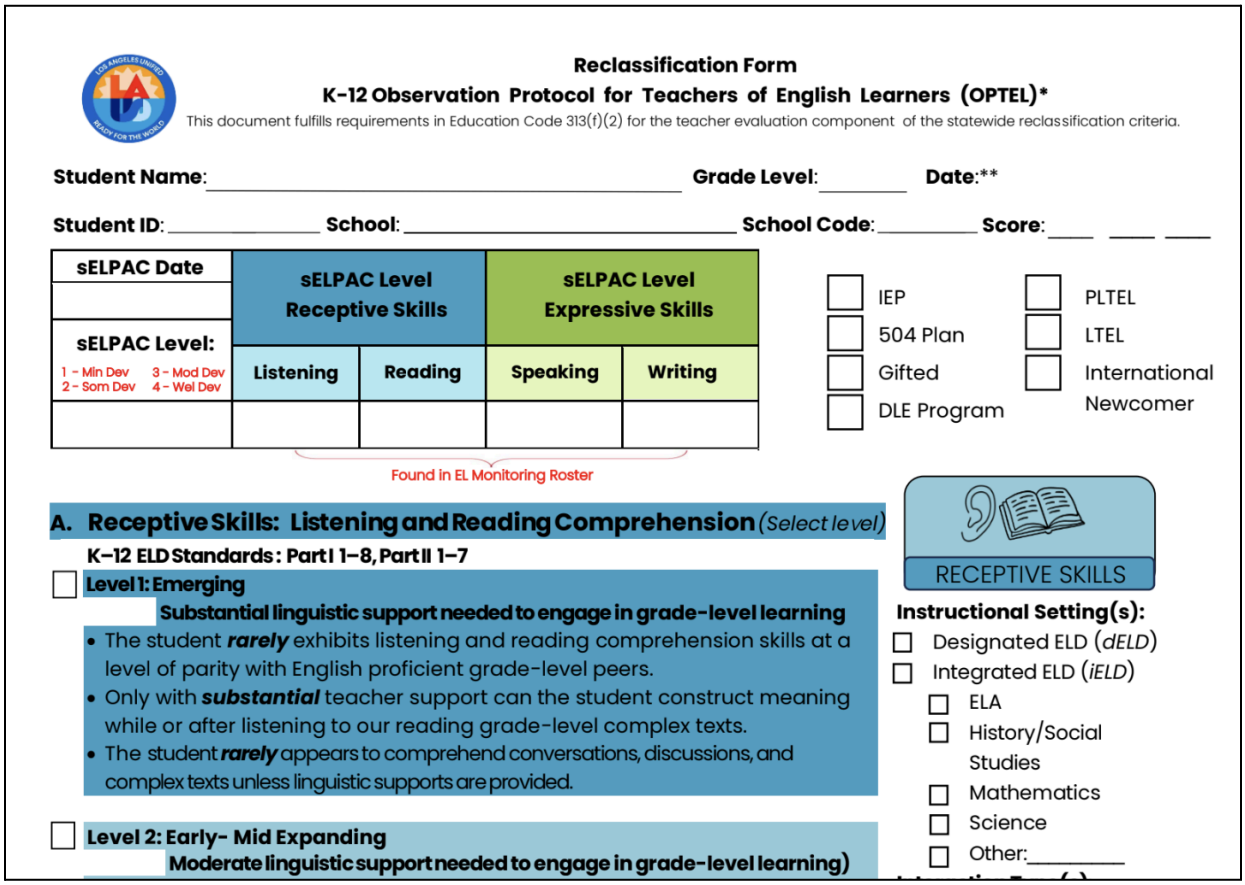
4. Basic Skills Relative to English-Proficient Students
The student demonstrates performance in basic skills within an empirically established range of performance for English-proficient students of the same grade. TEACH will use an objective English language arts assessment administered to students in the same grade to establish this comparison. The assessment and performance range used for this purpose will be determined by TEACH based on applicable state guidance and available student performance data.

TEACH Public Schools recognizes standardized assessments and benchmarks such as, but not limited to, the following for EL students to meet the Basic Skills criteria:

- K-12 grades: score of **Standard Met** or **Standard Exceeded** in the **ELA** California Assessment of Student Performance and Progress (**CAASPP**) Smarter Balanced Assessment Consortium (**SBAC**)
- TK: achieve a **Fluent English Speaker** (**FES**) score range in a post-assessment of the Ballard & Tighe's Idea Proficiency Test (**IPT**) Early Childhood language proficiency screening (must be administered within the same school year and after January 1st)

- Kindergarten: achieve **At-Grade Level or higher** score range on the **iReady** Reading Adaptive Assessment
- K - 2nd grade: achieve **At** or **Above Benchmark** score range on the Dynamic Indicators of Basic Early Literacy Skills (**DIBELS**)
- 1st - 7th grades: achieve a minimum of one (1) grade **Approaching-Level or higher** score range on the **iReady** Reading Adaptive Assessment
- 8th - 12th grades: achieve a minimum of two (2) grades **Approaching- Level or higher** score range on **iReady** Reading Adaptive Assessment
- 9th - 12th grades: achieve a minimum of **Approaching-Level or higher** score range on a recent Reading and/or Language Usage **NWEA Map** Achievement assessment; Achieve a minimum of one (1) grade **Approaching-Level or higher** Lexile Reading score on a recent **Achieve 3000** LevelSet assessment

K-12 Observation Protocol for Teachers of English Learners (OPTEL)



Reclassification Form

K-12 Observation Protocol for Teachers of English Learners (OPTEL)*

This document fulfills requirements in Education Code 313(f)(2) for the teacher evaluation component of the statewide reclassification criteria.

Student Name: _____ **Grade Level**: _____ **Date**:**

Student ID: _____ **School**: _____ **School Code**: _____ **Score**: ___ ___ ___

sELPAC Date	sELPAC Level Receptive Skills		sELPAC Level Expressive Skills	
sELPAC Level: 1 - Min Dev 3 - Mod Dev 2 - Som Dev 4 - Wel Dev	Listening	Reading	Speaking	Writing

Found in EL Monitoring Roster

☐ IEP ☐ 504 Plan ☐ Gifted ☐ DLE Program

☐ PLTEL ☐ LTEL ☐ International Newcomer

A. Receptive Skills: Listening and Reading Comprehension *(Select level)*

K–12 ELD Standards: Part I 1–8, Part II 1–7

RECEPTIVE SKILLS

☐ **Level 1: Emerging**

Substantial linguistic support needed to engage in grade-level learning

- The student ***rarely*** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- Only with ***substantial*** teacher support can the student construct meaning while or after listening to our reading grade-level complex texts.
- The student ***rarely*** appears to comprehend conversations, discussions, and complex texts unless linguistic supports are provided.

Instructional Setting(s):

☐ Designated ELD (*dELD*)
☐ Integrated ELD (*iELD*)
☐ ELA
☐ History/Social Studies
☐ Mathematics
☐ Science
☐ Other:_____

☐ **Level 2: Early- Mid Expanding**

Moderate linguistic support needed to engage in grade-level learning)

TEACH Parent Recommendation Letter

TEACH Public Schools
10600 S. Western Ave. Los Angeles, CA 90047
teachps.org

2026-27 EL RECLASSIFICATION: PARENT RECOMMENDATION LETTER

TEACH Public Schools values our students' multilingualism and the cultures they bring to our classrooms. The District provides various Master Plan Instructional program options for students to achieve academically and learn one or more languages.

State and federal laws require all school districts to give a state test of English proficiency to students whose primary language is not English. All students entering a California public school for the first time, and who upon enrolling, indicate that a language other than English is spoken at home in the Home Language Survey (HLS), are given the English Language Proficiency Assessments for California (ELPAC). This test determines if a student is classified as an English Learner (EL) or is English Proficient (IFEP or RFEP).

Upon initial enrollment of your child, you indicated on the Home Language Survey that a language other than English is spoken at home. Therefore, your child was administered the ELPAC. There is evidence that your child is English Proficient. This evidence includes:

- Passing score of '4' on the Summative ELPAC
- Passing score of '4' on the SBAC (CAASPP) Test taken in 8th / 11th grade OR Approaching Grade Level minimum on basic skills test compared to peers
- Teacher recommendation (including a passing grade in student's ELA class)
- Parent consultation and recommendation (this letter)

Due to this evidence, and upon your approval, your child's ELA status will be changed from EL to RFEP. ***Please confirm that you recommend your child to be reclassified by signing here:***

[Student Name] - Parent/Guardian Signature: Date:

_____ _____

We appreciate your support in determining the right instructional program for your child. If you have any questions about the ELPAC or the English Language Development services provided, please contact us to discuss your child's academic journey and instructional program.

To learn more about the ELPAC, review the California Department of Education's website at: https://www.cde.ca.gov/ta/tg/ep/

Sincerely,

[SIGN HERE]

NAME - TITLE
TEACH [school] - email@teachps.org

Last Revised: 7/7/2026

RFEP Monitoring & Support

The moment a classified English Learner meets all four of the above criteria, the district's EL Program Manager or school-site's EL Coordinator, in conjunction with the district's Director of Operations of Data & Technology, will enter the student's new ELAS of RFEP into the California Longitudinal Pupil Achievement Data System (**CALPADS**). The DODT will ensure that the student's Reclassification is synced with all School Operations platforms, demonstrating their Redesignated status.

A newly Reclassified student's performance in their classes, particularly in the student's ELA class, will be closely monitored by the school-site's EL Coordinator. This monitoring will take place for a minimum of four (4) complete school years. Just like EL students are monitored from one school to the next (see Chapter 1, *EL Transition from Elementary → Middle → High School* section), it is the responsibility of the district's English Learners Program Manager to ensure that an RFEP student is monitored and supported when transitioning from one school to another. If an RFEP student's performance in their ELA class falls below Passing, the student will receive academic intervention support on an at-need basis.

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IV-EL 10: Reclassification

10.0 Each LEA must reclassify a student from EL to proficient in English by using a process and criteria that includes, but is not limited to:

(a) **(EC § 313[f][1]; 5 CCR § 11303[a])** Assessment of English language proficiency.
(b) **(EC § 313[f][2]; 5 CCR § 11303[b])**Teacher evaluation that includes, but is not limited to, the student's academic performance. The term "teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student.
(c) **(EC § 313[f][3]; 5 CCR § 11303[c])** Opportunities for parent opinion, consultation, and involvement during the reclassification process.
(d) **(EC § 313[f][4]; 5 CCR §§ 11302, 11303[d])** Comparison of student's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age that demonstrate whether the student is sufficiently
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proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

10.1 (5 CCR § 11305)
Each LEA must maintain the following in the student's permanent record (regardless of the physical form of such record and to ensure transfer of documentation):

(a) Language and academic performance assessments
(b) Participants in the reclassification process
(c) Decision regarding reclassification

10.2 (20 U.S.C. § 6841[a][4][5]; 5 CCR § 11304)
Each LEA must monitor the progress of reclassified pupils for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed.



CHAPTER 6: FAMILY & COMMUNITY ENGAGEMENT

The TEACH Public Schools community is the bedrock of our school district. Located along Western Avenue between 85th and 107th streets in South Los Angeles, we are a safe-haven, partner, and ally of the communities we serve. We strive to be the first option for families within the community to educate their child(ren). Through the tireless work of the district's Director of Enrollment & Family Engagement, we create countless opportunities for TEACH community stakeholders to engage with community members and organizations.

Parent Center & Classes

The TEACH Public Schools Parent Center provides a place for families to connect and engage directly with their child(ren)'s school. Work and print stations are provided, along with the school's current informational flyers. It is also the designated space where Parent Classes are conducted on a weekly basis. Classes include ESL & Technology, Mental Health Awareness in both English and Spanish (also provided virtually), with more Parent Classes planned. These classes are free to all TEACH Public Schools parents, guardians, and families of an enrolled child. Also within the district's Parent Center is where the periodic **School Site Council (SSC), ELAC,** and **DELAC** meetings are held (these meetings are also conducted virtually).

English Learner Advisory Committee (ELAC)
Comité Asesor de Padres

TEACH Public Schools averages more than 21 English Learner students enrolled within each school site at one time. TEACH is proud to offer parents, guardians, and families of English Learners informational sessions and a place to meet in our periodic (no less than seven per school year) **English Learner Advisory Committee (ELAC)** meetings. ELAC is composed of parents/guardians of English Learners with their attendance percentage being **equal to, or more**, than the percentage of English Learner students within each school site's total student population.

Held on regular school days and during after-school hours, these meetings, although organized by the EL Program Manager and the district's Director of Student & Family Engagement, are **parent-led**. Each school year, attending parents vote to elect the ELAC leadership team. These positions and duties are as follows:

- **President** - Call the meetings to order; lead attendees through agenda items; responsible for reporting information to school's principal and school staff

- **Vice-President** - takes the place and duties of the President if they are absent; assist the President with meeting functions, organization, and the like
- **Secretary** - responsible for taking notes and keeping records of minutes
- **Parliamentary** - keep mind of the agenda items and meeting time to ensure all agenda items are covered

The responsibilities of these parent-elected ELAC members are to:

- **Advise** the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement
- **Assist** in the development of the schoolwide needs assessment
- **Strategize** to **create** ways to make parents aware of the importance of regular school attendance
- **Fulfill** the opportunity to elect at least one member of ELAC to the District English Learner Advisory Committee (DELAC).

Parents elected by their peers for these roles work closely with the aforementioned TEACH ELAC organizers. Through in-person meetings or phone conversations, TEACH provides training on ELAC leadership duties, expectations, and self-governance. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include costs associated with the attendance of members at training sessions.

Along with being a place for parents/guardians of English Learners to meet and gain key information about the on-goings of their child and ELD programs, as mentioned above, each school site's ELAC is responsible for advising the school principal and staff. ELAC leadership teams are encouraged to set agenda items that will consider, evaluate, and provide feedback for their school site's ELD program in an effort to improve their child(ren)'s educational and overall school experience. This feedback is then communicated by the parent-elected president to the school's principal for review and implementation.

District English Learner Advisory Committee (DELAC)
Comité Asesor de Padres a Nivel del Distrito

With over 51 English Learners enrolled within our district at present, TEACH Public Schools offers parents, guardians, and families the **District English Learner Advisory Committee (DELAC)**. The agendas and minutes of the meetings are recorded and kept on file.

Each TEACH Public School (TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School; TEACH Academy of Technologies Middle School; and

TEACH Tech Charter High School) is its own **Local Education Agency (LEA)**. Because of this, each school site's ELAC may elect to run their meetings concurrently with DELAC meetings.

The DELAC serves a distinct purpose from each school-site's ELAC. DELAC shall advise the school district's governing board on at least the following tasks:

- Development of the district EL Master Plan for education programs and services
- Conducting a district-wide needs assessment on a school-by-school basis
- Establishment of district program, goals, and objectives for programs and services for English learners
- Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements
- Review and comment on the school district reclassification procedures
- Review and comment on the written notifications required to be sent to parents and guardians
- review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP) and how funds affect English learners.

The TEACH Public Schools ELAC and DELAC are great sources for parents of English Learners to know the on-goings of their child(ren)'s day-to-day learning, build community with other parents of English Learners, provide feedback and action plans to school and district leaders, and learn of ways to best support their child(ren) at home during their English proficiency journey.

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Sections 35147, 52176(b) and (c), 62002.5, and 64001(a), California Education Code

Title 5, Section 11308, California Code of Regulations

2.2 (5 CCR § 11308[d])
Each LEA must provide appropriate training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal advisory responsibilities.

EL 02: District English Learner Advisory Committee (DELAC)

2.0 (EC §§ 52176[a], 52063[b], 62002.5)
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Each California public school district with 51 or more ELs must form a DELAC unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee.

2.1 The DELAC shall advise the school district governing board on all of the following tasks:

(a) SPSA. (5 CCR) § 11308[c][1])
(b) (5 CCR § 11308[c][2])
(c) (5 CCR § 11308[c][3])
(d) (5 CCR §11308[c][4])
(e) (5 CCR § 11308[c][6])
(f) (5 CCR § 11308[c][7])
(g) If the DELAC acts as the EL parent advisory committee under EC §§ 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP). Under the local control funding formula (LCFF), districts with at least 50 ELs and whose total enrollment includes (a) at least 15 percent ELs must establish a DELAC, and that DELAC must carry out specific responsibilities related to the LCAP.

CHAPTER 7: EVALUATION & CONTINUOUS IMPROVEMENT

TEACH Public Schools provide defined standards and expectations for student learning. These standards reflect the district's commitment to the importance of learning and how learning is best demonstrated. In response to statewide accountability reform, TEACH has a primary vision that all students will meet the district's academic content and performance standards while being supported socially and emotionally.

Through TEACH's assessment program, teachers carefully plan what students are asked to do, how student performance is evaluated, and how evaluation results are used. The assessment program is responsive to their developmental and linguistic differences, as well as the special needs of English learners. The district maintains information about the ongoing academic progress of English learners. Through multiple methods of assessment, TEACH is able to determine to what degree ELs are meeting district academic achievement goals.

Here, English Learner progress on CAASPP, ELPAC, and California School Dashboard is reviewed and discussed. As part of the LCAP process, metrics and/or indicators are reviewed as part of TEACH's system of English Learner Progress Monitoring to determine the effectiveness of EL positions and services provided in order to make recommendations for continuance or elimination of actions.

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IV-EL 09: Evaluation of EL Program Effectiveness

9.0 (20 U.S.C. §§ 1703[f], 6841[b],[c]; Castaneda v. Pickard [5th Cir. 1981] 648 F.2d 989,1009–1011)

A program evaluation must be provided by each LEA and must be used to determine:

(a) The degree to which, within a reasonable amount of time:

i. ELs are attaining English language proficiency comparable to that of average native speakers of English in the district.

ii. EL students' academic results indicate that ELs are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English.

(b) The effectiveness of programs and activities in assisting ELs to attain proficiency and to meet academic achievement and content standards.

(c) Necessary improvements to programs and activities for which Title III funds have been used for EL and immigrant students.
(d) Whether to eliminate specific EL activities proven to be ineffective.

II-EL 05: EL Program Inclusion in Development of the SPSA (Schoolwide)

5.0 The EL program must be included in the development of the SPSA.
5.1 (EC § 64001[f]) An approved SPSA must contain:
(a) An analysis of academic performance and language development data to determine EL student and program needs.
(b) **(EC § 64001[f])** School goals to meet the identified academic and language proficiency needs of ELs.
(c) **(EC § 64001[f])** Activities to reach school goals to improve the academic performance of EL students.
(d) **(EC § 64001[f])** The means to annually evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of low-achieving ELs and those at risk of not meeting state academic content standards.
(e) **(EC § 64001[g])** Expenditures of Economic Impact Aid-Limited English Proficient (EIA-LEP) carryover allocated to the school through the Consolidated Application and Reporting System (CARS).

5.2 (EC §§ 64000[a], 64001[g]) The local governing board must review and approve the SPSA annually and whenever there are material changes to the plan.

5.3 (20 U.S.C. § 6823[b][3][G], [4]; EC § 64001[h])
The SPSA must be consistent with the district local plan.

(EC § 64001[d]) LEAs that distribute Title III funds or services directly to schools must ensure that the Title III programs operated at the schools are included in SPSAs, administered in accordance with the LCAP addendum or other EL plan submitted to the California Department of Education (CDE), and adhere to all applicable statutes and regulations.

II-EL 06: Title III and EIA-LEP Inventory

6.0 For all categorical programs, each LEA must maintain an inventory record for each piece of equipment with an acquisition cost of more than $500 per unit that is purchased with EIA-LEP and Title III funds. The record must describe the acquisition by:
(a) Type; (b) Model; (c) Serial number; (d) Funding source; (e) Acquisition date;

(f) Cost; (g) Location; (h) Current condition; (i) Transfer, replacement, or disposition of obsolete or unusable equipment.

6.1 (EC § 35168; 5 CCR § 3946; 2 Code of Federal Regulations [CFR] § 200.313[d])

Each LEA must have conducted a physical check of the inventory of equipment within the past two years and reconciled the results with inventory records.

END OF MASTER PLAN

Coversheet

Consider and Approve the Updates to the Student and Parent Handbook and the Comprehensive Safety Plan for TEACH Prep Elementary

Section: III. Items for Potential Action
Item: O. Consider and Approve the Updates to the Student and Parent Handbook and the Comprehensive Safety Plan for TEACH Prep Elementary
Purpose: Vote
Submitted by:
Related Material:
TEACH_Prep_Comprehensive_Safety_Plan_2026_with_Maps (1).pdf
2026_Student_and_Parent_Handbook_TEACH_Preparatory_Mildred_S._Cunningham_&_Edith_H._Morris_ES_20260929.pdf

Comprehensive School Safety Plan

2026-27
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 2026

Date of Update:

Date of Review:

- **with Staff**
- **with Law Enforcement**
- **with Fire Authority**

Approved by:

Name	Title	Signature	Date
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Table of Contents

California Comprehensive School Safety Plan (CSSP) Overview 5
Safety Plan Vision 6
Components of the Comprehensive School Safety Plan (EC 32281) 8
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166) 17
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100) 18
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines 27
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079) 42
(E) Sexual Harassment Policies (EC 212.6 [b]) 43
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183) 46
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2) 46
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2) 47
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5) 48
(K) Hate Crime Reporting Procedures and Policies 56
(J) Procedures to Prepare for Active Shooters 59
Procedures for Preventing Acts of Bullying and Cyber-bullying 60
Opioid Prevention and Life-Saving Response Procedures 60
Response Procedures for Dangerous, Violent, or Unlawful Activities 61
Instructional Continuity Plan 61
Introduction and Purpose of the Instructional Continuity Plan (ICP) 62
Engagement with Pupils and Families 62
Access to Instruction 63
Instructional Continuity 66
Access (Equity, Accessibility, and Inclusion) 67
Professional Learning 68
Well-Being and Support Services 68
Site-Based Collaboration 68
Return to Site-Based Learning 69
Integration with Comprehensive School Safety Plan (CSSP) 69

Review and Updates of this Instructional Continuity Plan (ICP) 69
Procedures for Immigration Enforcement Notification 70
Procedures Regarding Pupil Smartphone Use During Emergencies 75
Safety Plan Review, Evaluation and Amendment Procedures 76
Emergency Contact Numbers 77
Safety Plan Review, Evaluation and Amendment Procedures 78
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Incident Command System 79
Incident Command Team Responsibilities 80
Emergency Response Guidelines 105
Step One: Identify the Type of Emergency 105
Step Two: Identify the Level of Emergency 105
Step Three: Determine the Immediate Response Action 105
Step Four: Communicate the Appropriate Response Action 105
Types of Emergencies & Specific Procedures 106
Aircraft Crash 106
Animal Disturbance 106
Armed Assault on Campus 106
Biological or Chemical Release 107
Bomb Threat/ Threat Of violence 109
Bus Disaster 111
Cardiac Arrest 112
Disorderly Conduct 113
Earthquake 113
Explosion or Risk Of Explosion 114
Extreme Weather 115
Fire in Surrounding Area 116
Fire on School Grounds 116
Flooding 117
Loss or Failure Of Utilities 118

Motor Vehicle Crash 119
Pandemic 119
Psychological Trauma 119
Suspected Contamination of Food or Water 120
Tactical Responses to Criminal Incidents 121
Unlawful Demonstration or Walkout 122
Emergency Evacuation Map 123

California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training**: Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders**: Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input**: Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles**: Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols**: Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy**: Include this policy in the CSSP.
- **Pandemic and COOP Plans**: Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection**: Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication**: Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership**: Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation**: Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies**: Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments**: Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team**: Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness**: Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools**: Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption**: Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval**: The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE**: Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to $2,000 against the district or COE.
4. **Public Inspection**: An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

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

The Safety Planning Committee works collaboratively with school leadership, staff, families, and community partners to review current safety conditions, identify areas of need, evaluate emergency preparedness, updates to the CSSP.
Safety Planning Committee Membership.

The school's Safety Planning Committee includes representatives from school leadership, certificated staff, classified staff, parents, and operations personnel. The current committee consists of:

- Principal
- Assistant Principal
- Operations Manager
- Plant Manager
- Two certificated staff members
- Two classified staff members, including a classroom aide and campus safety staff member
- Home Office Parent Coordinator
- One parent/guardian of a student attending the school

The committee composition provides representation from school administration, instructional staff, classified employees, campus operations, and families. Additional personnel or community partners may be invited to participate when their expertise or perspective is relevant to a specific safety concern or emergency preparedness topic.

Annual Campus Safety Assessment
As part of the annual CSSP review process, the Operations Manager, Principal, Assistant Principal, Plant Manager, and janitorial/custodial staff conduct a physical walkthrough of the school campus. The walkthrough is used to identify current safety, security, maintenance, and emergency preparedness needs and to provide school-specific information for the Safety Planning Committee's review.
The campus assessment includes, but is not limited to:

- Identifying maintenance, repair, or facility conditions that may affect student or staff safety.
- Reviewing the condition and accessibility of emergency supplies and food/water resources.
- Confirming that classrooms are equipped with emergency backpacks and emergency buckets.
- Confirming that classroom emergency backpacks contain current classroom rosters and other required emergency information.
- Checking gates, doors, locks, and other access-control features.
- Reviewing classroom blinds and other features that may be relevant to emergency response procedures.
- Reviewing campus grounds, entrances, exits, and other areas for potential safety or security concerns.
- Identifying areas requiring maintenance, replacement, repair, or additional safety resources.
- Reviewing the school's readiness for emergency drills, evacuations, lockdowns, shelter-in-place

procedures, and other emergency scenarios.

The findings from the walkthrough are documented and communicated to the Safety Planning Committee. Identified needs are prioritized and addressed through the appropriate school, operations, maintenance, or administrative process.

School-Specific Information Considered
In assessing the school's current safety needs, the Safety Planning Committee considers information specific to the school and its campus, including:

- Findings from the annual physical campus safety walkthrough.
- Maintenance and facility concerns identified by school operations and custodial personnel.
- The condition and availability of emergency supplies and classroom emergency equipment.
- The readiness and results of emergency drills conducted during the school year.
- Staff observations and reported safety concerns.
- Parent/guardian feedback regarding school safety.
- Student safety concerns and age-appropriate student feedback, when applicable.
- Campus access, gates, locks, doors, and other security conditions.
- Emergency preparedness and classroom readiness.
- Any safety incidents, behavioral concerns, or other school-related events that may affect the school's safety needs.
- Feedback from local law enforcement, fire personnel, first responders, and/or specialized safety training providers.
- Changes to the campus, facilities, staffing, procedures, or surrounding conditions that may affect emergency preparedness.

This information is used to identify strengths, gaps, and areas requiring improvement and to determine whether revisions to the CSSP, emergency procedures, training, facilities, or supplies are needed.

Consultation with Law Enforcement, Fire, and Other First Responders
The school seeks input from local law enforcement and/or the school may also request assistance from specialized school safety or emergency preparedness training providers as applicable.
These partners may be asked to:

- Review relevant emergency procedures and provide recommendations.
- Provide feedback regarding campus access, evacuation, emergency response, and other safety considerations.
- Provide or support staff professional development related to emergency preparedness and safety drills.
- Assist the school in evaluating emergency response procedures and identifying opportunities for improvement.
- Participate in or provide guidance regarding appropriate emergency preparedness exercises and drills.

Any updates made to the CSSP during the school year are communicated to the appropriate law enforcement, fire, and/or first responder partners as applicable.

Safety Planning Committee Review
Following the campus assessment and collection of school-specific safety information, the Safety Planning Committee meets to review the current CSSP and discuss emergency preparedness and safety needs.

The committee reviews emergency drill procedures and plans for potential emergency scenarios, considers findings from the campus walkthrough, discusses feedback from staff and families, and identifies recommended updates or improvements. Committee members are encouraged to provide feedback based on their roles and areas of expertise.
The committee documents recommendations and identifies actions that should be incorporated into the CSSP or addressed through school operations, training, emergency preparedness, or other safety-related processes.

Staff Training and Implementation
The school provides staff with training and opportunities to review and practice applicable emergency procedures. Safety procedures and emergency response expectations are communicated to certificated and classified staff, and emergency drills are conducted in accordance with applicable requirements and school procedures.
When appropriate, local law enforcement, fire personnel, first responders, or specialized training providers are engaged to support staff professional development and emergency preparedness.
The school also reviews the effectiveness of drills and emergency exercises and uses observations and feedback to make improvements to procedures, training, equipment, and the CSSP.

Parent/Guardian and Community Input
The school's safety planning process includes an opportunity for parent/guardian input. After the Safety Planning Committee reviews the CSSP and proposed safety procedures or updates, relevant information is shared and discussed at a parent meeting/public meeting to provide families with an opportunity to ask questions and provide feedback.
Parent/guardian feedback is considered by school leadership and the Safety Planning Committee when reviewing the school's safety procedures and identifying areas for continued improvement.

Assessment of School Safety

Self-Monitoring Tool and Staff Meeting

- School Climate and Perceptions:

The school actively monitors campus culture using the Panorama Survey, which is administered three times a year to students, staff, and parents. This frequent assessment tracks real-time perceptions of school operations and highlights immediate areas for improvement. The safety committee and leadership team regularly share these metrics with teachers and parents during community meetings to celebrate successes and collaboratively address structural gaps. Recent trends indicate a strong baseline of community support, with ongoing dialogues focused on optimizing daily site operations.

- Behavior and Discipline Data:

A multi-year review of discipline data demonstrates that suspension and expulsion rates remain exceptionally low and in good standing. The school attributes these positive metrics to a robust, proactive multi-tiered system of support. Campus-wide safety and behavioral health are maintained through:
o Monthly Character Pillars: A structured Social-Emotional Learning (SEL) focus integrated into the student body each month.
o Thrively Platform: Utilized by staff to consistently check in on student well-being and track individual emotional health.

o PBIS Integration: School-wide Positive Behavioral Interventions and Supports (PBIS) are active across campus.
o Restorative Practices: Strong emphasis on student-to-student mediation, equipping students with practical communication skills to express their thoughts and feelings appropriately before conflicts escalate.

- Attendance and Engagement:

Post-COVID attendance recovery remains a core operational focus. While the school's ultimate goal is a 95% attendance rate, current data indicates the campus is hovering around 90%. Chronic absenteeism numbers are high, presenting a primary area of concern and intense focus for the safety team. To combat this, the school is utilizing a tiered intervention approach:
o Data Analysis: Leveraging Panorama data to isolate specific attendance trends across different grade levels.
o Incentivization: Implementing classroom-level attendance challenges and student incentives to build positive peer reinforcement, with outcomes shared transparently with families.
o Family Partnership: Maintaining continuous, ongoing engagement from teachers, office staff, and administration to have supportive conversations with families, offering targeted help to remove barriers to attendance.
Hazard, Vulnerability, and Consequence Assessment

- Traffic Safety and Perimeter Congestion (Physical Hazard):

Because school drop off and pick up. routes pass directly through major busy streets and residential neighborhoods, traffic congestion during peak hours presents a notable physical hazard. To mitigate this vulnerability, the school has implemented several operational guardrails:
o Staggered Dismissals: The school staggers its dismissal times by releasing two grade levels every 15 minutes to thin out vehicle volume.
o Early Release Protocols: Families are actively encouraged to notify the front office ahead of time if a student needs early pickup. This proactive notice allows the school to brief teachers and prepare students in advance, preventing vehicle idle time and traffic bottlenecks.
o Traffic Monitoring: A dedicated contingent of staff members is stationed outside during drop-off and dismissal windows to guide traffic, ensuring vehicles flow as safely and quickly as possible.
o Neighborhood Liaison: The school maintains open channels of communication with residential neighbors. Staff share the school calendar and bell schedule upon request and notify neighbors of important events. This collaborative approach allows community members to share suggestions or concerns, which the school then addresses directly with school families.

- Seismic Activity and Earthquake Readiness (Natural Hazard):

Given California's high-risk seismic landscape, earthquake danger is treated as a high-probability hazard. The school manages this threat through extensive classroom instruction and rigid accountability protocols:
o Curriculum Integration: Teachers discuss earthquake safety extensively within classrooms, training students on how to "duck and cover" properly and reinforcing the critical importance of following adult directions during an emergency.
o Rigorous Drill Debriefs: For every emergency drill conducted, students and staff receive immediate, actionable feedback regarding performance, highlighting execution successes and areas for improvement.
o Formal Documentation: At the conclusion of every drill, the administration completes a formal documentation form to track compliance, identify procedural gaps, and log emergency performance metrics over time.

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

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 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

Adaptations for Students with Disabilities

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 from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information." (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein,
"involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES
Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities
1. Notification of SELPA
The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.
2. Services During Suspension
Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim 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 direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.
4. Due Process Appeals
The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.
When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.
In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing. In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.
5. Special Circumstances
Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.
The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student: (a) carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function; (b) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or (c) has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.
6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.
7. Procedures for Students Not Yet Eligible for Special Education Services
A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred. The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists: (a) the parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services; (b) the parent has requested an evaluation of the child; or (c) the child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.
If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put. If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation. The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Notification of the County
Upon expelling any student, the Charter School shall notify LACOE in writing as soon as practicable, and shall provide supporting documentation regarding the expulsion as LACOE may request.
The Charter School shall notify the superintendent of the student's district of residence within 30 days of the expulsion. Upon request of the receiving school district, the Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code Section 49068(a) and (b).

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.
School Climate and Student Discipline System
TEACH Prep Student Discipline, Suspension, Expulsion, and Involuntary Removal Policy
General Compliance and Periodic Review
TEACH Prep will periodically review and, as needed, modify its student discipline, suspension, expulsion, and involuntary removal policies and procedures to remain aligned with changes in California and federal law. Staff will receive annual training on the Charter School's discipline policies and restorative practices.
School-Wide Positive Behavior Intervention And Support
The Charter School is committed to a positive, nurturing, and safe learning environment. A Positive Behavioral Interventions and Supports ("PBIS") framework will be implemented to teach and reinforce clear behavioral expectations and to recognize positive behavior through a consistent reinforcement system. Staff provide specific feedback and opportunities for students to meet expectations. Teachers employ a multi-step, consistent classroom disciplinary system. Staff receive annual training on school culture and climate.
Tiered Behavior Intervention
To curtail misconduct before serious interventions are needed, the Charter School utilizes progressive, tiered options, which may include: additional assignments; parent meetings; loss of incentives; daily conduct logs; behavior reflection sheets; study/resource teams; peer presentations; referrals to counseling, psychology, child welfare and attendance, or other support personnel; and involvement of a child welfare attendance specialist as appropriate. Corporal punishment is prohibited. Staff may use only reasonable and necessary force to protect persons or property. A Charter School administrator or designee manages discipline referrals on a case-by-case basis, documents actions taken, sends copies home for signature, returns copies to relevant staff, and logs referrals in the Charter School's student information system for monitoring.
Restorative Justice Practices
The Charter School employs restorative justice practices to repair harm and strengthen community, including relationship building, calm corners, check-ins, community circles, positive reinforcement, reflection sheets, restorative conversations, harm circles, and logical consequences. Goals include addressing needs, building healthy relationships, reducing harmful behavior, repairing harm, resolving conflict, and accountability. Implementation is ongoing and responsive to student needs.

Alternatives To Suspension
The Charter School will prioritize alternatives to suspension that address specific misconduct, which may include family group conferences, age-appropriate reflective statements, targeted reflection packets, and referrals to a SSPT for collaborative problem-solving and data-informed Tier 1–3 supports. Staff receive professional development on these interventions, including a structured beginning-of-year implementation period.
Professional development on discipline, classroom management, restorative justice and PBIS is delivered in the summer before school starts and is reinforced throughout the school year.
Data Use
The Charter School will monitor behavioral incident data using its student information and analytics tools to identify trends by time, location, day, student group, and behavior type, and to plan targeted interventions. Suspensions, expulsions, involuntary removals, and reinstatements will be maintained in the Charter School's student information system and provided to LACOE upon request.
School Climate And Student Discipline System
The Charter School's Student Discipline Procedures support learning in a positive, safe environment and prioritizes alternatives to suspension and expulsion whenever possible. In developing these procedures, the Charter School has reviewed Education Code Section 48900 et seq. which describe the offenses for which students may be suspended, expelled and the procedures governing those suspension and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The Charter School will annually review and, as needed, modify these policies consistent with law. All team members enforce rules fairly and consistently. This policy and its procedures are distributed annually (e.g., in the Family Handbook) and available in print and electronic formats.
A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.
Notice To Families And Rights Holders
Upon enrollment, students and parents/guardians will receive written notice of discipline and involuntary removal policies and procedures, with copies available at the Charter School office upon request. For the purposes of notice under this Policy, the term parent/guardian includes a homeless student's educational rights holder; a foster student's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker.
Involuntary Removal Protections
No student will be involuntarily removed for any reason unless the parent or guardian (or educational rights holder, as applicable) has received written notice of the intent to remove no fewer than five (5) schooldays before the effective date. The written notice will be provided in the native language of the student's parent/guardian and will state the basis for the proposed removal and the parent/guardian's right to request a hearing to challenge the removal. If a hearing is requested, the Charter School will use the same hearing procedures provided for expulsions and will issue a final decision before any involuntary removal takes effect. If the student's parent/guardian requests a hearing, the student will remain enrolled until the final decision is issued. For purposes of this section, involuntary removal includes disenrollment, dismissal, transfer, or termination, but does not include removals for misconduct that constitute grounds for suspension or

expulsion as enumerated below.
Alternative Means of Correction
For a student facing discipline for a discretionary offense listed below, the Principal may, whenever possible and practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.
The Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of the Charter School's attendance expectations shall be addressed in accordance with Charter School Attendance and Truancy Policy and/or Independent Study Policy, as applicable.
No student may be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Principal or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Principal or designee shall:

- Document the actions taken and save the document to the student's record
- Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racist bullying, harassment, or intimidation, the Charter School may require both the victim and perpetrator to engage in a restorative justice practice. The Charter School may also require perpetrators to engage in culturally sensitive programs that promote racial justice and equity and combat racism and ignorance.
The Charter School may utilize its Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.
Grounds For Suspension And Expulsion; Jurisdiction
A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited: a) while on school grounds; b) while going to or coming from school; during lunch periods, whether on or off campus; or d) during, going to, or returning from a school-sponsored activity.
Category 1 Offenses (Mandatory Recommendation For Expulsion; Education Code Section 48915(c))
Immediate suspension and recommendation for expulsion are required when the student:
a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
b) Brandished a knife at another person.
c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
d) Committed or attempted sexual assault or committed sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free

Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.
The Charter School will use the following definitions:
1) The term “knife” means (A) any dirk, dagger, weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or € a razor with an unguarded blade.
2) The term “firearm” means (A) any weapon (including a start gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer, or (D) any destructive device. Such term does not include an antique firearm.
3) The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.
Category 2 Offenses (Limited Discretion; Education Code Section 48915(a))
Suspension is required and expulsion shall be recommended unless the Principal determines expulsion is inappropriate:
a) Causing serious physical injury to another person, except in self-defense.
b) Possession of any knife or other dangerous object of no reasonable use to the student.
c) Unlawful possession of a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code (except first offense of = one ounce of marijuana, other than concentrated cannabis, and lawful medications).
d) Robbery or extortion.
e) Assault or battery upon any school employee.
Category 3 Offenses (Broad Discretion; Education Code Section 48900)
The Principal may suspend and recommend expulsion when the Principal or designee determines the student::
a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Willfully used force or violence upon the person of another, except in self-defense.
c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as it is defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.
d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
e) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
f) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
g) Possessed or use tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student’s own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
h) Committed an obscene act or engaged in habitual profanity or vulgarity;

i) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
j) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
k) Possessed an imitation firearm, i.e., a replica of a firm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
l) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness an/or retaliating against that student for being a witness.
m) Unlawfully offered, arranged to sell, or sold the prescription drug Soma.
n) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
o) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
p) Committed sexual harassment as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 5, inclusive.;
q) Caused, attempted to cause ,threatened to cause, or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 5, inclusive.
r) Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 5 inclusive.
s) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
? “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with

exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
3. Causing a reasonable student to experience substantial interference with their academic performance.
4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
2. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
? A message, text, sound, video, or image.
? A post on a social network Internet Web site including, but not limited to:
? Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
? Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
? Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
? An act of cyber sexual bullying.
? For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
3. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a)-(b) of Category 3 above.
For Categories 2 and 3, the Charter School must determine that other means of correction are not feasible or have repeatedly failed, or that due to the nature of the act, the student's presence poses a continuing danger.
Scope Of Exclusion During Discipline
Suspended or expelled students are excluded from all Charter School and Charter School-related activities during the suspension or expulsion period unless otherwise agreed.
Potential Disciplinary Actions
Generally, suspension is imposed only when other means of correction fail; prior corrective action is not

required if the student's presence presents danger to persons or property or threatens to disrupt instruction. For Education Code Section 48900(a)–(e) violations and the firearm offense, out-of-school suspension may be authorized for a first offense. Expulsion for Category 3(a)–(l) offenses or Category 1(a) firearm possession may be recommended by the Principal and must be supported by findings of a neutral Administrative Panel that other means are not feasible or have failed, or that the student's presence poses continuing danger.

In-School Suspension

When safe and appropriate, students may be assigned to a supervised in-school suspension (ISS) classroom as an alternative to out-of-school suspension. Notice and conference requirements will mirror those for out-of-school suspensions. A credentialed teacher or administrator will supervise students to ensure work completion, provide academic assistance, and maintain a structured, supportive environment. Students with Individualized Education Programs (IEPs) or Section 504 Plans will continue to receive all required services during ISS. The maximum duration will comply with applicable law (generally up to five [5] school days per incident for general education students).

In alignment with California Education Code requirements, the Charter School will not assign in-school suspension for offenses that are precluded by law for other public schools, including but not limited to:

1. Causing, attempting to cause, threatening to cause, or participating in an act of hate violence;
2. Engaging in harassment, threats, or intimidation against a pupil or group of pupils or school personnel;
3. Making terrorist threats against school officials or school property.

For such serious offenses, the Charter School will use out-of-school suspension or alternative disciplinary interventions consistent with due process and student safety requirements.

If exceptional circumstances require consideration of in-school suspension for any of the above offenses, the Charter School will ensure the following safeguards to protect students, staff, and visitors while supporting the student's best interests:

1. Safety Protocols: The ISS setting will be separate and supervised at all times by a credentialed administrator or teacher trained in crisis prevention and de-escalation strategies.
2. Individualized Risk Assessment: Before assignment, an administrative review will determine whether in-school suspension can be safely implemented without posing risk to others.
3. Behavioral Supports: The student will receive targeted interventions and counseling services focused on conflict resolution, emotional regulation, and restorative practices.
4. Documentation and Oversight: The school will document the rationale, safety plan, and support measures implemented, and notify the authorizer (LACOE) if such placement occurs.

These measures ensure that in-school suspension, when used, remains a constructive, safe, and legally compliant disciplinary response that prioritizes both school safety and student rehabilitation.

Suspension Procedures

Authority: The Principal or designee determines whether to impose suspension and the length. The process for investigating incidents and collecting evidence will be fair and thorough.

Informal conference: When practicable, suspension will be preceded by an informal conference with the student, the student's parent/guardian, and, when feasible, the referring staff member. The student will be informed of the reasons and evidence and given an opportunity to present their version and evidence in their defense. This conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of the conference. This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with

Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian, at the conference.

Parent/guardian notice: At the time of suspension, the an administrator or designee will make reasonable efforts to contact the parent/guardian by phone, email, or in person and will provide written notice in the native language stating the specific offense(s), return date, and the student's rights.

Time limits: Unless a recommendation for expulsion is made, no single suspension (in- or out-of-school) will exceed five (5) schooldays. Total days per year will be consistent with Education Code limits (generally 20 days), and 10 days for students with disabilities absent a change in placement process.
Extension pending expulsion: Following a recommendation for expulsion, suspension may be extended after a conference if the student's presence would be disruptive or poses a threat. The maximum number of days a suspension can be extended shall not exceed the total number of days that a student can be suspended in one year. During suspension, the Charter School will ensure access to instructional activities, materials, and assessments, and a means to communicate with staff.
Suspension Appeals
Within ten days of receiving suspension notice, a parent/guardian may submit a written appeal to the TEACH, Inc. Student Discipline Committee (an adhoc Board subcommittee). The Committee will conduct the appeal review and issue a final decision. A parent/guardian may submit a written objection to be included in the student's discipline record.
Access To Class Materials and Assignments During Suspension
The Charter School will ensure the student receives all class materials and assignments for completion during suspension and may complete remaining assignments upon return. For suspensions pending expulsion hearing, the Charter School will coordinate daily access to materials and appropriate proctoring of exams and state testing.
In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 5, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.
In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.
Interim Placement and Post-Expulsion Placement
The Charter School is responsible for identifying appropriate interim educational placements for students during and pending completion of the Charter School's expulsion process, and for facilitating post-expulsion placement of expelled students.
Students with Disabilities
The Charter School will establish and implement policies and procedures to ensure full compliance with federal and state law regarding discipline of students with disabilities. If a student who receives or is eligible for special education is recommended for expulsion, the Charter School will identify and provide appropriate special education programs and services at an interim educational placement, determined in coordination with the 1951 Los Angeles County Charter SELPA. For students with an IEP or a Section 504 Plan, the Charter School will follow all required disciplinary procedures, including IDEA and Section 504 requirements.
Consistent with the Charter School's membership in the Los Angeles County Charter SELPA, an IEP team will

conduct a manifestation determination and consider alternative placements following applicable SELPA policies and procedures. Prior to recommending expulsion for a student with a Section 504 Plan, the Principal will convene a link determination meeting to answer: (A) whether the misconduct was caused by, or directly and substantially related to, the student's disability; and (B) whether the misconduct was a direct result of the Charter School's failure to implement the Section 504 Plan.

Expulsion Procedures

Definition: Expulsion is the removal of a student from all TEACH, Inc. campuses and programs for a specified period for certain misconduct, used when lesser interventions have failed, the student has committed one of the enumerated offenses above, and/or the student's presence creates a continuing danger.

Authority: The Executive Director, Principal, or designee. Students recommended for expulsion by the Principal are entitled to a hearing to determine whether the student should be expelled. The Executive Director or designee shall select a neutral panel ("Administrative Panel") to hear and consider the recommendation for expulsion.. Final action is taken by the Student Discipline Committee of the TEACH, Inc. Board after the Administrative Panel determines whether or not to recommend for expulsion following a hearing before it.

Notice of hearing: Written notice in the native language will be provided at least ten (10) calendar days before the expulsion hearing, including the charges, hearing date/time/location, applicable rules, rights to representation, rights to inspect documents and present/cross-examine witnesses, obligations related to disclosure upon transfer, and information about accommodations and language support.

Timeline: The hearing will occur within thirty (30) schooldays of the offense unless postponed at the parent/guardian's request, and not fewer than ten days after notice unless waived.

Hearing body and record: A neutral and impartial Administrative Panel (not involved in the underlying incident) will hear the case in confidential session and make a recommendation to the Student Discipline Committee. The Administrative Panel shall consist of at least three (3) members who do not know or have an instructional or supervisory relationship to the student. A reasonably accurate and complete record (audio/video) will be maintained.

Special procedures for certain offenses: In cases involving sexual assault or battery, the Administrative Panel may use sworn declarations and other protections for complaining witnesses as permitted by law.

Evidence: Technical rules of evidence do not apply; decisions must be based on substantial evidence that the student committed an expellable offense. Hearsay alone is insufficient to support expulsion.

Decision and post-hearing: Within ten (10) schooldays of the hearing, the Administrative Panel will submit written findings of fact to the Student Discipline Committee, which will decide whether to approve expulsion based on substantial evidence.

Notification: Following the Student Discipline Committee's decision, the Executive Director or designee will notify the parent/guardian (and educational rights holders where applicable) of the decision, findings of fact, rehabilitation plan, reinstatement eligibility, appeal rights, access to records, and alternative education options. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School. The Charter School will notify LACOE and the district of residence of the expulsion and provide required information. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Administrative Panel may revoke the suspension of an expulsion

order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Administrative Panel revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Administrative Panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Administrative Panel shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Appeal Of Expulsion

Parents/guardians may appeal an expulsion to the full TEACH, Inc. Board (excluding members of the Student Discipline Committee). Appeals must be submitted in writing within ten (10) school days of notice of the decision by the Student Discipline Committee and will be limited to the record of proceedings, absent narrowly defined exceptions. The Board will notify families of the appeal hearing date and issue a final decision. The Board shall review the expulsion appeal request within ten (10) school days following the parent/guardian's appeal request, or as soon thereafter as practicable, but no later than its next regularly scheduled meeting. Reasonable accommodations will be made, and language support offered for students and parents/guardians who wish to appeal.

The Board's decision to expel shall be final—there is no further appeal.

Post-Expulsion Support and Rehabilitation

The Student Discipline Committee may suspend enforcement of an expulsion order for up to one (1) calendar year and require completion of a rehabilitation plan tailored to the incident and student needs (e.g., attendance, academic supports, counseling, community service). The plan will include a date not later than one (1) year from expulsion when the student may seek readmission. The Charter School will support families in securing appropriate placement during expulsion, including coordination with the district of residence and the county office of education.

Disciplinary Records

The Charter School shall maintain records of all student suspension and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

Readmission Or Admission Of Previously Expelled Students

Readmission decisions rest with the TEACH, Inc. Board. The Board will review the student's request, evidence of rehabilitation plan completion, and any information from Charter School administration, and will determine whether the student has satisfied the plan and whether readmission would pose a safety risk or substantial disruption. Decisions will be made in closed session with appropriate reporting. Readmission is contingent upon capacity in the applicable grade level.

Notice To Teachers

The Charter School will notify teachers of any pupil who has engaged in or is reasonably suspected to have engaged in acts listed in Education Code Section 49079 and corresponding enumerated offenses set forth above.

Alternatives Related to Attendance Concerns

The Charter School will document and implement alternatives to suspension and expulsion when responding to attendance-related concerns, such as truancy or excessive tardiness.

Involuntary Removal

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy and after notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for unexcused absences may be given a rehabilitation plan and will be

subject to the readmission procedures set forth herein.

Rehabilitation Plans

Students expelled from the Charter School will receive a written rehabilitation plan at the time of the expulsion order, developed by the Charter School's governing board or designee. Terms will be reasonable and consider the weight of the offense. The plan will include a date not later than one (1) year from the expulsion date when the student may apply for readmission. The Charter School will inform parents/guardians in writing of processes for reinstatement and for applying to expunge the expulsion record.

Readmission

The TEACH, Inc. Board of Directors has adopted formal rules and procedures for the readmission of students who have been expelled from a TEACH school. These procedures ensure fairness, transparency, and consistency with state law and the school's approved charter.

1. Written Procedures and Rehabilitation Plan

Upon expulsion, the school provides the student and parent/guardian with a written rehabilitation plan that specifies the conditions to be met prior to requesting readmission. The plan may include expectations related to behavior, attendance, academic progress, counseling participation, or community service, depending on the circumstances of the expulsion.

2. Filing a Request for Readmission

After the period of expulsion and completion of the rehabilitation plan, the parent/guardian or student may submit a written request for readmission to the Principal or designee. The request must include documentation demonstrating the student's compliance with the rehabilitation plan and readiness to return to the school community.

3. Readmission Review Process

1. The Principal or designee reviews the request and supporting documentation.
2. The student and parent/guardian may be invited to participate in a meeting or interview to discuss the student's progress and readiness for return.
3. A recommendation is then forwarded to the TEACH, Inc. Board of Directors for final determination.

4. Board Review and Decision

The Board reviews all readmission requests in accordance with its adopted rules. After the review, the Board will readmit the student unless it finds that the student has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety.

The Board's decision, including findings and the rationale, is provided to the parent/guardian in writing within a reasonable time following the meeting.

5. Recordkeeping and Reporting

Documentation of the readmission request, review, and Board decision is maintained in the student's cumulative record and in the school's expulsion log in accordance with applicable law.

Reinstatement

The Board will adopt rules establishing procedures for processing reinstatements, including review of rehabilitation plan documentation. The Charter School is responsible for timely reinstatement upon conclusion of the expulsion period.

(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 point 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 premises onto the enclosed school yard. Official arrival time for instruction is at 8:15 AM.

The administrator 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 2:00pm (TK), 2:15 (K), 2:30pm (1st and 2nd) and 2:45 pm (3rd), 3:00 for (4th and 5th) on Mondays, Tuesdays, Thursday and Fridays. On Wednesdays, school dismissal is at 12:30pm (TK.K,1st and 2nd) 3rd (12:45pm), 4th and 5th (1:00 pm) 1:45pm for staff professional development. Minimum Day dismissal is at 12:30pm.

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)

Goal

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	Administrator, Operations Manager, & Teacher	Surveys

Goal

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

Goal

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	Administrator & Operations 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 Schools 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 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

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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.

EL students will get the support they need remotely via: Digital Check-ins: Conduct regular, one-on-one virtual check-ins focused on socio-emotional well-being; Family Technology Support: Provide tech tutorials and troubleshooting guides in the families' primary languages: Integrated ELD: Embed language scaffolds—like digital graphic organizers, sentence frames, and visual word banks—into

core online lessons: Designated ELD: Maintain dedicated, small-group virtual sessions tailored to specific English proficiency levels.Interactive Tools: Use digital whiteboards, breakout rooms, and video-response tools (like Flip) to keep students speaking and collaborating.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Targeted PD: Provide teachers with professional development focused specifically on digital language-acquisition strategies.Co-Planning Time: Schedule virtual collaboration blocks for general education teachers and EL specialists to co-design accessible online lessons.Engagement Tracking: Monitor digital attendance and platform analytics to quickly identify and assist EL students who are disengaging.

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.

These services will be provided online and/or in person.

Plans to provide access back-up, water and medicines in the event of an emergency.

School has emergency food and water supplies (72 hours) as well as first aid kits and stations ready to service anybody during 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.

All of these services will be accessible via online. For food services, information of locations and times will be provided for parents/guardians to pick up any food.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

Administrators and Information Technology (IT) staff collaborate to secure the digital environment and manage resources.Tech Deployment: IT staff distribute hardware and Wi-Fi hotspots, while administrators allocate funding based on EL student demographic data.Platform Standardization: Administrators select uniform learning platforms, and IT configures them to include translation plug-ins and accessibility features.Data Security: IT ensures all virtual tools comply with student privacy laws, while administrators monitor engagement metrics to deploy tech support to disengaged families. Teachers and IT professionals work together to make digital curriculum accessible.Tool Training: IT provides targeted training on digital scaffolding tools, and faculty learn to integrate them into daily lessons.Troubleshooting Pipelines: Faculty report software barriers directly to IT, who quickly update permissions for language-learning applications. School leaders and educators collaborate to protect required EL instructional time.Schedule Creation: Administrators build school-wide virtual schedules that carve out dedicated time for both Integrated and Designated ELD.Co-Planning Blocks: Administrators schedule synchronous planning time so general education teachers and EL specialists can co-design lessons. The core learning loop relies on clear communication and active participation between home and school.Two-Way Communication: Faculty send updates using multilingual communication apps, while parents text or message teachers regarding student needs or schedule conflicts.Co-Regulation: Parents set up quiet study spaces at home, and faculty provide clear, visual daily agendas so students can self-manage their tasks.Active Production: Students participate in breakout rooms and video discussions, while teachers provide real-time feedback on their language development.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

To transition back to site-based learning after a disruption, a school's Instructional Continuity Plan (ICP) must meet strict physical, operational, and safety conditions before reopening campuses. The 3 required criteria will be : Environmental and Legal Clearance, Operational and Infrastructure Readiness, and Staffing and Instructional Mitigations.

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:

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Principal

Identification & Documentation Review

SOMs, Principal

Distinguishing Warrants

Principal, Legal

Legal Consultation

Principal, Legal

Mandatory State Reporting Protocol

DOJ Notification

Legal will notify CA DOJ

Required Notification Recipients

TEACH policy:POLICY: Response to Immigration Enforcement
(Education Code § 234.7)
1. Purpose
The Charter School is committed to maintaining a safe and welcoming learning environment for all students and families, regardless of actual or perceived immigration status. The Charter School shall limit assistance with immigration enforcement to the fullest extent possible consistent with federal and state law and shall follow the procedures in this policy when an immigration enforcement officer seeks access to school grounds, students, or student records.
2. Scope
This policy applies to all Charter School employees, contractors, volunteers, and any other individuals acting on behalf of the Charter School while on campus, at school-sponsored events, on school transportation, and when responding to requests for student information or records.
3. Definitions
For purposes of this policy:

- Immigration enforcement includes actions to investigate, detain, apprehend, or remove individuals based on immigration laws.
- Immigration enforcement officer includes federal officers or agents seeking access for immigration enforcement purposes.
- School Leader for purposes of this policy means the Principal/School Leader and/or School Director (or designee), consistent with the site's emergency and command structure.

4. General Prohibitions and Commitments
A. Non-discrimination and access to education. The Charter School shall not discriminate against students on the basis of immigration status and shall ensure equal access to educational opportunities consistent with law.
B. No collection of immigration status information (unless required). School officials and employees shall not collect information or documents regarding citizenship or immigration status of pupils or their family members except as required by state or federal law or to administer a state or federally supported educational program.
TEACH Policy #9730
Immigra7on Enforcement Policy
Board Approved: 12/9/25
C. Minimum necessary information. The Charter School will limit sharing of student and family information to what is legally required and will follow applicable privacy laws for education records.
5. Requests for Access to School Grounds (On-Campus Enforcement)
A. Front office protocol. If any person requests access to school grounds for immigration enforcement purposes, staff shall:

- Remain calm and professional.
- Request identification and the reason for the visit.
- Immediately notify the School Leader (Principal/School Leader and/or School Director, or designee).
- Advise the officer that school personnel must have the School Leader review written documentation prior to proceeding with the request.

B. Verification required before access. The Charter School shall not consent to entry onto campus for immigration enforcement purposes unless the School Leader (or designee), in consultation with legal counsel as appropriate, verifies lawful authority to enter.
C. Warrants and subpoenas; required document handling.
1. 2. 3. 4. Staff shall request written legal authority (for example, a warrant, subpoena, or court order) and shall not attempt to interpret it.
The officer shall be asked to present identification (name and badge number), and staff shall make a copy or record the officer's name, badge number, and agency (if available).
Staff shall make copies and retain a copy of all documents provided by the officer and retain at least one copy for school records.
Any warrant/subpoena/court order shall be provided promptly to the School Leader (or designee), who will determine the Charter School's response in consultation with counsel as appropriate.
D. Exigent circumstances; do not impede.
1. 2. 3. 4. If the officer asserts that exigent circumstances exist and demands immediate access to the campus, school personnel should comply and immediately contact the School Leader.
If the officer does not declare exigent circumstances, school personnel shall inform the officer that the Charter School must consult its own legal counsel before proceeding.
In the event the officer presents a federal judicial warrant (search and seizure warrant or arrest warrant), consultation with the Charter School's legal counsel shall be made before providing the officer access to the person or materials specified in the warrant, if

feasible.
School personnel should not consent to access by an immigration-enforcement officer except as described above. At the same time, personnel shall never physically impede an
TEACH Policy #9730
Immigra7on Enforcement Policy
Board Approved: 12/9/25
officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If the officer enters without consent, personnel shall document the officer's actions while on campus.
E. No disruption to instruction. If access is legally required, the Charter School will take steps to minimize disruption and protect student privacy and safety.
6. Requests for Student Records or Information
A. Direct all requests to administration. Any request (verbal or written) by an immigration enforcement officer for student records or information shall be immediately referred to the School Leader (or designee).
B. Records disclosure only as legally required. The Charter School will disclose student records only as authorized/required by law, and will follow required procedures for reviewing legal process and protecting confidential pupil records.
C. Documentation of record requests. The School Leader (or designee) shall document the request and maintain related records. Documentation shall include, as applicable:

- Requesting agency and officer name/badge number (if provided)
- Date/time and location of request
- The stated purpose of the request and the specific records/information requested
- Whether a warrant/subpoena/court order was presented, and any available proof that the warrant was or was not signed by a judge (as applicable)
- The Charter School's response and any further action taken by the officer
- Copies/photos of documentation presented by the officer

7. Notifications to Families and the School Community
A. Parent/guardian notice of rights and resources. The Charter School shall provide families with information about:

- the right to a free public education regardless of immigration status, and
- how the school will respond to immigration enforcement activity, including family resources and points of contact.

B. Parental notification and consent (student interview/search; student access).
1. Consent before interview or search. Before a student may be interviewed or searched by any officer seeking to enforce civil immigration laws at the Charter School, Charter School personnel must receive consent from the student's parent/guardian, unless the officer presents a valid, effective warrant signed by a judge or a valid, effective court order stating otherwise.
TEACH Policy #9730
Immigra7on Enforcement Policy
Board Approved: 12/9/25
2. Immediate parent/guardian notice of access to a student. Charter School personnel must immediately notify the student's parent/guardian if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless that access was in compliance with a warrant or subpoena that restricts disclosure of the

information to the parent/guardian.
C. Site presence notifications (if required by law). The Charter School will follow any state-law notification requirements that apply when immigration officers are present on campus.
8. Training
The Charter School shall provide annual training (and onboarding training for new staff) for teachers, administrators, and front office staff on:

- how to respond to immigration enforcement requests,
- student privacy and confidentiality,
- how to avoid collecting unnecessary immigration-status information, and
- trauma-informed communication with students and families.

9. Reporting to the Governing Board
The School Leader (or designee) shall report to the Governing Board in a timely manner regarding any immigration enforcement request for access to campus, students, or student records, consistent with law and student confidentiality requirements.
In addition, school personnel shall provide notes of the interaction to the Charter School's legal counsel and provide the Governing Board a report of the interaction as timely as possible. These notes must include, but are not limited to:
1. 2. 3. 4. 5. 6. 7. List or copy of the officer's credentials and contact information;
List of all Charter School personnel who communicated with the officer;
Details of the officer's request;
Information on whether the officer presented a warrant or subpoena/court order to accompany the request, the information/access requested, and any available proof that the warrant was or was not signed by a judge (as applicable);
Charter School personnel's response to the officer's request;
Any further action taken by the officer;
Photo or copy of all/any information presented by the officer.
10. Relationship to Other Policies
This policy operates alongside Board policies and procedures related to:

- student records confidentiality,
- visitor access and campus safety,

TEACH Policy #9730
Immigra7on Enforcement Policy
Board Approved: 12/9/25

- nondiscrimination, bullying/harassment, and
- emergency response.

11. Legal References (non-exhaustive)
Education Code section 234.7; California Attorney General guidance/model policies regarding a safe and secure learning environment for all; applicable federal and state privacy laws governing pupil records.
12. Required External Reporting (Attempted Immigration-Enforcement Access)
Any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes should be reported to the Bureau of Children

Notification Timing

Safety and Well-being Standard

Privacy Constraint

Notification Methods

"Know Your Educational Rights" Distribution

Resource Provision (Optional but Encouraged)

Annual Evaluation

Public Availability

State Guidance

Procedures Regarding Pupil Smartphone Use During Emergencies

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Safety Plan Review, Evaluation and Amendment Procedures

The plan will be monitored by administration with discussion at the SWPBIS team meetings, team meetings, and School Site Council meetings.

The goal for component 1: Students will understand and consistently follow the behavioral expectations. Objective: 1) Tier 1 and Tier 2 strategies for social emotional issues will be defined and in use.

Procedures/Actions:
-Character PIllar/Awards Assemblies done monthly for Way to Go Wednesdays
-RAMS Tickets (daily and weekly positive behavior incentives/rewards for students)
-Weekly Progress Note home to Parents/parent communication & conferences to reinforce positive behavior plans for students
-Staff In-Service and professional development on safety and SWPBIS strategies

Emergency Contact Numbers

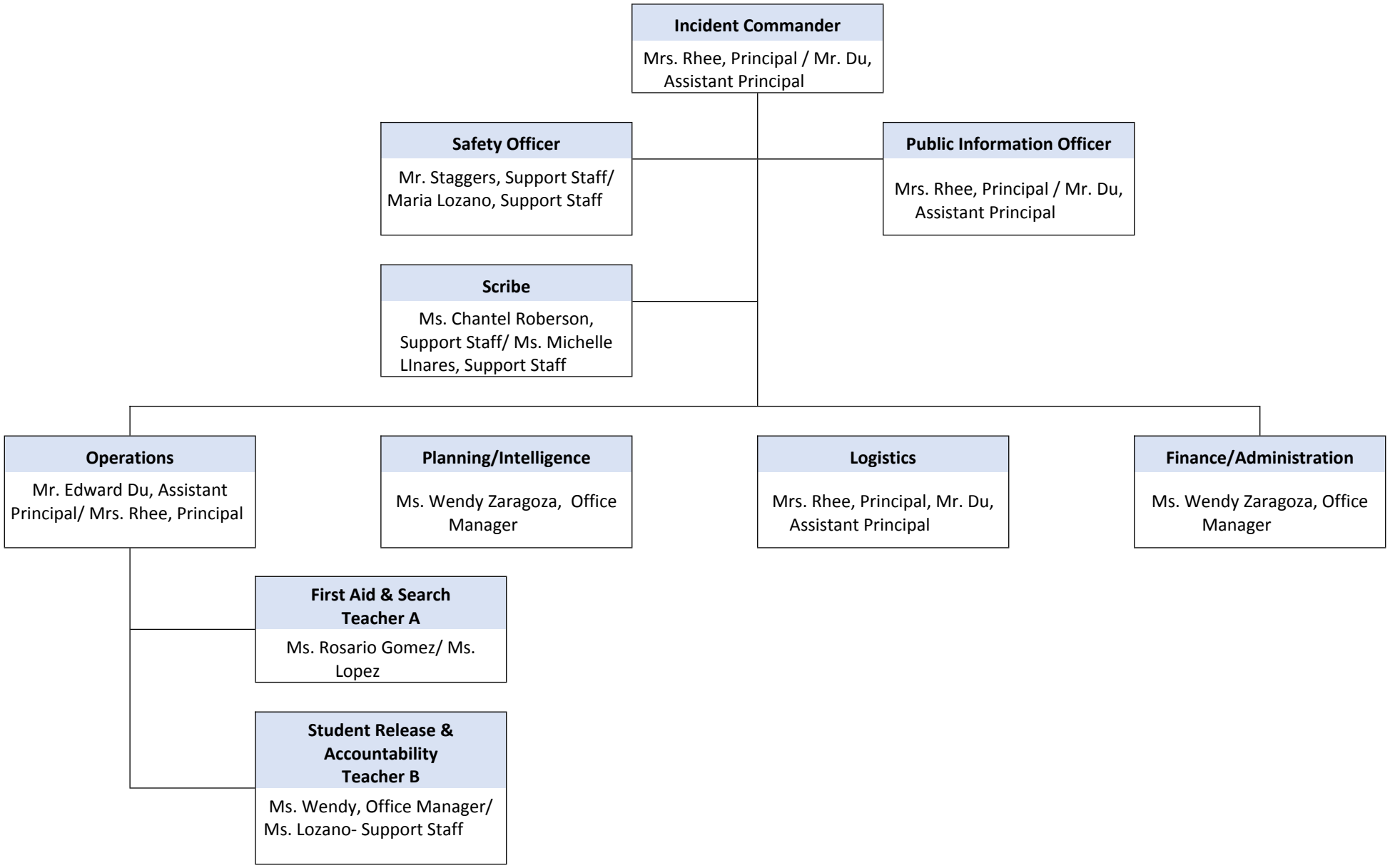
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Los Angeles Sheriff	(323) 820-6700	
Public Utilities	Los Angeles Department of Water & Power	(800 DIAL-DWP	
Local Hospitals	Memorial Hospital of Gardena	(310) 532-4200	
City Services	Los Angeles Fire	(888) 772-3203	
School District	TEACH Public Schools	(323) 872-0808	
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	
Law Enforcement/Fire/Paramedic	LAPD 77th St Division	(877) ASK LAPD	

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



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Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

A.1 INCIDENT COMMANDER

Primary: Mrs. Rhee, Principal

Alternate: Mr. Du, Assistant Principal

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: Ms. Lozano, 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/ Mrs. Rhee

Alternate: Ms. Rosario/ Ms. Erica

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/ Ms. Lozano

Alternate: Michelle Linares/ Ms.Chantel Roberson

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. Chantel Roberson/ Mr. Staggers

Alternate: Ms. Lopez/ Ms. Linares

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. Salazar, Mr. Ortiz/ Ms. Trillo and Ms. Hightower

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, Ms. Erica

Alternate: Ms Lopez, Ms. Perez

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, Ms. Erica

Alternate: Ms. Fernandez and Ms. Perez

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: Ms. Douglas, Michellel Linares

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. Perez/ Ms. Douglas

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/ Mrs. Rhee/ Ms. Rosario

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/ Ms. Lopez

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/ Mr. Du

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/ Ms. Erica

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 TEACH Public Schools 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/Mrs. Rhee

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:Michelle LInares/ Mr. Staggers/ Ms. Virginia Portillo

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: Maria Lozano / Ms. Fernandez

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/Mr. Du

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/ Mr. Du

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, TEACH Home Office 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: Ms.Wendy

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: Ms. Wendy / Sharon Rhee

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: Ms. Douglas/ Mr. Du

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. TEACH Public Schools 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 TEACH 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 TEACH 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 TEACH 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 Home Office.
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
b. 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 all two-way radios
d. 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.

Cardiac Arrest

When a student, staff member, or visitor appears to be experiencing sudden cardiac arrest (unresponsive and not breathing normally, including only gasping)

- Recognize and Assess: Ensure the scene is safe. Check responsiveness and breathing for no more than 10 seconds and shout for assistance. If the person is unresponsive but breathing normally, call 911, monitor breathing, and follow dispatcher instructions.
- Call 911 Immediately: Direct a specific person to call 911 immediately. Provide the exact location on campus, the emergency entrance, the person's approximate age, and observed condition. Follow dispatcher instructions. Another staff member may gather available records; do not delay 911 or CPR to obtain information or administrative approval.
- Initiate CPR: If the individual is unresponsive and not breathing (or only gasping), Begin CPR immediately, starting with chest compressions. Trained staff should provide age-appropriate CPR, including rescue breaths for children, according to their current training. If a responder is untrained or unable to provide breaths, begin chest compressions and follow dispatcher instructions. Do not wait for a certified responder to arrive.
- Maintain Compressions: Continue high-quality chest compressions with minimal interruptions. Provide compressions at 100–120 per minute, using age-appropriate depth and allowing full chest recoil. Keep necessary pauses, including those for rescue breaths, as brief as possible. Switch the person performing compressions approximately every two minutes, or sooner if fatigued, when another responder is available.
- Transition Care: Continue CPR until EMS personnel take over or the person shows signs of life, such as normal breathing. If signs of life return, reassess and follow dispatcher instructions. Stop if the scene becomes unsafe or responders are physically unable to continue. Provide EMS with a brief account of the incident and care provided.
- School Staff Roles & Coordination:

o Incident Commander (Principal or Designee): Confirm that 911 has been called and CPR has begun when indicated. Assign staff to meet EMS, maintain student supervision, and notify family.
o Medical Response Team / CPR Staff: Staff members certified in pediatric and adult CPR training will respond promptly, assist with age-appropriate CPR, and coordinate responder changes. Arrange classroom coverage when a responding staff member is responsible for students.
o Front Office Staff: Assign one available staff member to unlock the designated emergency entrance and guide EMS to the scene. Assign another available staff member to manage communications and retrieve relevant emergency information.
o Classroom Teachers: Keep unaffected students calm and in safe, supervised locations away from the emergency, as directed. Clear hallways or move students away from the immediate area to protect privacy and minimize student trauma.

- Post-Incident Procedures

o Parent/Guardian Notification: Once 911 has been called and emergency care is underway, designated staff will promptly notify the parent/guardian or emergency contact. Provide the hospital destination when confirmed.
o Documentation: Complete a formal school Incident Report detailing the exact timeline, symptoms, actions taken, and names of all individuals involved. Record observed facts, staff involved, and times of discovery, 911 call, CPR initiation, EMS arrival and transfer of care, and family notification. Identify estimated times as estimates.
o Debriefing and Support: Notify TEACH leadership, review the response with involved staff, identify needed

improvements, replenish emergency supplies, and offer counseling support to affected students and staff. Share information only with those who need it for their responsibilities.

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

Extreme Weather

Applies to all TEACH Prep operations, including physical education (PE), recess, outdoor lunch periods, and after-school programs on this campus.

1. Monitoring Procedures
   - Responsible Staff: The Principal or designated staff will monitor environmental conditions daily.
   - Frequency: Monitored at 8:00 AM, 11:00 AM, and 1:30 PM daily, or continuously during active National Weather Service alerts. [

2. Action Matrix: Extreme Heat & Air Quality

When local South Los Angeles environmental thresholds are breached, the following mandatory operational shifts take effect immediately:

Extreme Heat
Level 2- Orange: Reduce strenuous outdoor activity by 50%. Remind and make sure all students take their water breaks.
Level 3+ -Red: Cancel all outdoor activities. Move all recess, PE, and lunch periods indoors to climate-controlled rooms.
Air Quality Index
AQI 101-150: Move students with documented respiratory conditions (asthma) indoors. Prohibit heavy outdoor conditioning or sprinting.
AAI 151+: Cancel all outdoor activities.
3. High Winds (Santa Ana Events) & Power Outages

High Wind Alerts: When local wind gusts exceed 40 mph, facilities staff will secure all outdoor trash receptacles, canopies, and loose equipment. All student activity will be moved indoors to protect against urban flying debris.

4. Severe Storms & Localized Urban Flooding

Flash Flood Warning: Because urban South Los Angeles street drainage can back up rapidly during major storms, a Shelter-in-Place protocol will trigger if surrounding streets become impassable.
Dismissal Modifications: No student dismissal, walking home, or bus departures will occur under active local flash flood conditions until administration confirms major avenues are clear. Parent notifications will be dispatched through the automated mass-notification network.

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 Home Office.
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 Home 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

TEACH Prep Elementary School Drills

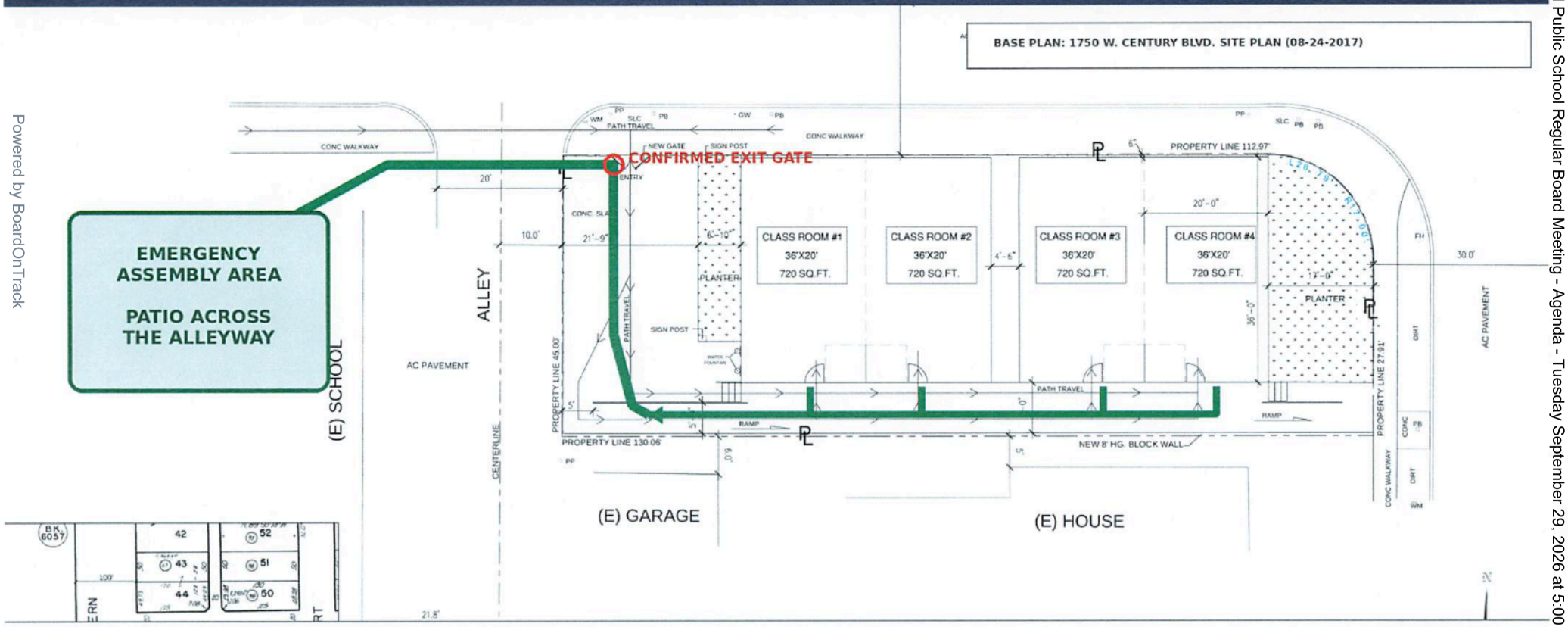
2026-2027 TEACH Prep Emergency Drills Calendar			
Month	**Type**	**Date**	**Time**
August 2026	Earthquake Drill	Tuesday 8/18/26	10:45 am
September 2026	Lockdown Drill/Active Shooter	Tuesday 9/15/26	12:45 pm
September 2026	Fire Drill	Tuesday 9/22/26	10:45 am
October 2026	Earthquake (The Great CA Shakeout)	Thursday 10/15/26	10:15 am
October 2026	Fire Drill	Tuesday 10/27/26	10:45 am
November 2026	Fire Drill	Tuesday 11/03/26	10:45 am
November 2026	Earthquake Drill	Thursday 11/19/26	10:45 am
December 2026	Lockdown Drill/Active Shooter	Tuesday 12/01/26	12:45 pm

TEACH Prep Elementary School Drills

December 2026	Fire Drill	Thursday 12/10/26	12:45 pm
January 2027	Earthquake Drill	Tuesday 1/19/27	10:45 am
January 2027	Fire Drill	Thursday 1/28/27	12:45 pm
February 2027	Fire Drill	Tuesday 2/9/27	10:45 am
February 2027	Earthquake Drill	Thursday 2/25/27	10:45 am
March 2027	Lockdown Drill/Active Shooter	Tuesday 3/9/27	12:45 pm
March 2027	Fire Drill	Thursday 3/25/27	10:45 am
April 2027	Earthquake Drill	Tuesday 4/13/27	12:45 pm
April 2027	Fire Drill	Thursday 4/29/27	10:45 am
May 2027	Fire Drill	Tuesday 5/25/27	10:45 am

TEACH PREPARATORY ELEMENTARY SCHOOL - MODULAR EVACUATION MAP

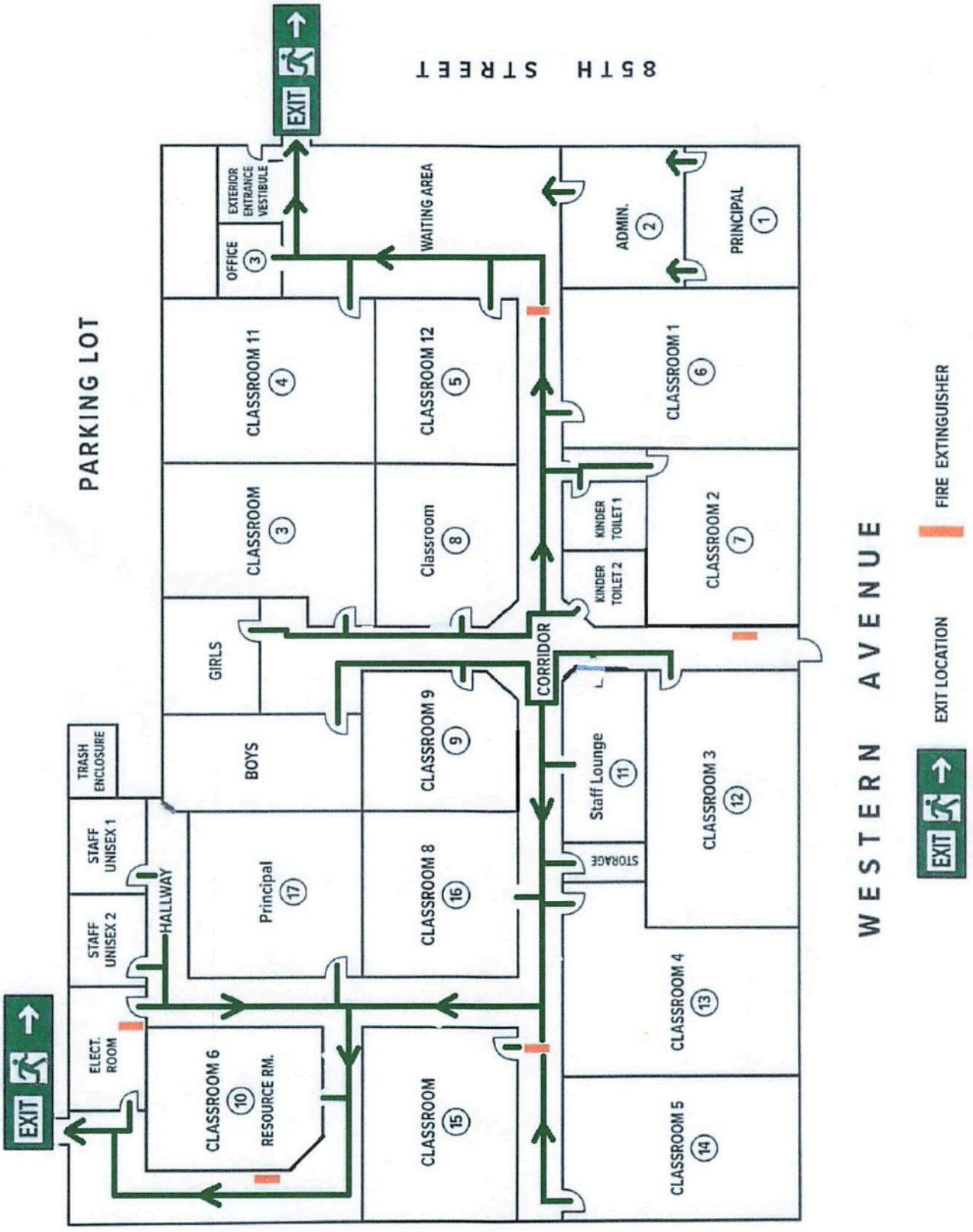
TEACH PREPARATORY ELEMENTARY SCHOOL
MODULAR CLASSROOM EMERGENCY EVACUATION MAP



DRAFT - FIELD VERIFY BEFORE POSTING. Gate and assembly-area description confirmed by TEACH Prep; path must be physically walked and verified.

No alternate route, fire extinguisher, AED, first-aid, or utility-shutoff locations are shown. Do not rely on this draft until school administration approves it.

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85TH STREET
PARKING LOT
WESTERN AVENUE
EXIT
EXIT
EXIT
EXIT LOCATION
FIRE EXTINGUISHER
EXTERIOR ENTRANCE VESTIBULE
OFFICE 3
WAITING AREA
ADMIN. 2
PRINCIPAL 1
CLASSROOM 11 4
CLASSROOM 12 5
CLASSROOM 1 6
CLASSROOM 3
Classroom 8
KINDER TOILET 1
KINDER TOILET 2
CLASSROOM 2 7
GIRLS
CORRIDOR
BOYS
CLASSROOM 9 9
Staff Lounge 11
CLASSROOM 3 12
TRASH ENCLOSURE
STAFF UNISEX 1
STAFF UNISEX 2
HALLWAY
Principal 17
CLASSROOM 8 16
STORAGE
ELECT. ROOM
CLASSROOM 6 10
RESOURCE RM.
CLASSROOM 15
CLASSROOM 4 13
CLASSROOM 5 14

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

Student and Parent Handbook
2026-2027

Table of Contents

I. Preliminary Matters / Introduction 4
Board of Directors 4
Annual Notification and Guidelines 4
From the Principal 4
Our Vision 5
Our Mission 5
Our Goals 5
Anti-Discrimination Statement 7
Equal Educational Opportunities- Gender Equity 8
Pupil Rights Act (20 U.S.C. 1232h) 9
Parent's Right to Know 10
II. Academic Program 11
Academic Program 11
Student Recruitment 12
Application Process 13
Applications of Admission 14
Our Extended Day- Extended Year 15
Report Cards & Progress Reports 16
Grading System 16
Student Records 17
Make Up Work 18
Science Laboratory Instruction 18
Library/Textbooks 18
Student Supports and Protections 18
Integrating Physical Activity into the Classroom Setting 19
Daily Physical Education (P.E.) 5-10 19
Physical Activity Opportunities Before and After School 19
Physical Activity and Punishment 20
III. Student Health, Safety and Wellbeing 21
Health and Safety 21
Immunizations 22
Physical Examinations 23
Communicable, Contagious, or Infectious Disease Prevention Policy 24
Injuries and Accidents 25
Illness 25
Medication at School 25
Administration of Medications 25
Medication Policy 27
Guidelines to Help Promote a Healthy Environment 28
First Aid, CPR, and Health Screening 28
Resuscitation Orders 28
Head Lice 28
Fire and Earthquake Drills 29
SFA Wellness Policy 30
Breakfast 31
Free and Reduced-priced Meals 31
Meal Times and Scheduling 31
Sharing of Foods and Beverages 31
Rewards 32
Celebrations 32
Food Marketing in Schools 32
Staff Wellness 32
Qualifications of School Food Service Staff 32
School-Sponsored Events 33
Nutrition Education and Promotion 33

Safe Routes to School....33
IV. Student Conduct....34
Student Conduct....34
Student Bullying, Harassment, or Intimidation....35
Bullying, Harassment, or Intimidation Reporting Form....36
Telephone and Cell Phones....37
Student Code of Internet Conduct....38
Our Dress Policy....40
Personal Belongings....40
Money and Other Valuable Property....41
Candy & Toys....41
Lost & Found....41
Pets & Toys....41
Vandalism, Theft, and Graffiti....41
Weapons and Dangerous Instruments....41
Reporting of Injurious Objects....42
Discipline....42
Restorative Justice....44
V. Parents....45
Parents....45
Parent's Right to Know....46
Visitor Identification....47
Parking....48
Conditions for Classroom and School Visitation and Removal Policy....49
Conditions for Classroom and School Visitation and Removal Policy Penalties....50
Volunteers....51
Releasing Students....52
Parent/Teacher Conference....52
Picking Up Students from School....52
After-School Pick-Up of Students....52
VI. Operations....54
School-Sponsored Events....54
Communications with Parents....54
Food Marketing in Schools....54
Staff Wellness....54
Use of School Facilities Outside of School Hours....54
Monitoring....55
Policy Review....56
VII. Complaints and Forms....57
Uniform Complaint Policy and Procedures....57
Uniform Complaint Procedure Form....62
General Complaints....64
General Complaint Form....66
HARASSMENT COMPLAINT FORM....67
Parent/Student Signature Page....69

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. 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 and Parent 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 2026–2027 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. 1232h)

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 TEACH Public Schools 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.ca.gov. You may also send an information request to the, Freedom of Information Act Office at the school office 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-5 grades with the explicit purpose of helping all students reach grade-level proficiency and beyond by the end of TK-5 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. Completion of the student enrollment forms

3. Proof of Immunizations

4. Home Language Survey

5. 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 close of the open enrollment period, applications will be reviewed to determine whether the number of applicants for any grade level exceeds the number of available seats. Returning students are guaranteed enrollment for the following school year and are not included in the lottery process.

If the number of applications exceeds the number of available seats in any grade level, TEACH Prep will conduct a public random lottery for that grade level. All individuals who have expressed interest in enrollment will be notified of the date, time, and location of the lottery and will be encouraged, but not required to attend. All prospective students who have submitted a complete application during the open enrollment period will be included in the lottery.

In accordance with the School's sibling preference, a separate public random lottery will first be conducted for applicants who have a sibling currently enrolled at TEACH Prep Elementary School. Available seats will be offered to sibling applicants in the order established by that lottery until either all sibling applicants have been offered admission or all available seats have been filled. If seats remain after all sibling applicants have been considered, a second public random lottery will be conducted for all remaining applicants who do not have a sibling currently enrolled at the School.

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

Our Extended Day- Extended Year

TEACH Preparatory Elementary School (TPES) recognizes that learning and student development extend beyond the traditional school day and academic calendar. Through expanded learning and extended-year opportunities, TPES provides students with additional time and experiences that support academic growth, enrichment, creativity, physical activity, social-emotional development, and positive relationships.

Programs and activities may vary based on student needs and interests, grade-level eligibility, available funding and resources, staffing, program requirements, and school priorities.

Expanded Learning Opportunities Program (ELO-P) – TPES provides eligible students with expanded learning opportunities through the Expanded Learning Opportunities Program (ELO-P). Programming may be provided by TPES staff, After-School All-Stars Los Angeles (ASAS-LA), or a combination of both, depending on program needs, staffing, scheduling, and available resources.

ELO-P is designed to complement the regular instructional day by providing students with a safe, supportive, and engaging environment before and/or after school and during designated extended-year programming. Activities may include tutoring, homework assistance, literacy and mathematics support, academic enrichment, STEM and project-based learning, visual and performing arts, physical activity and recreation, health and wellness, social-emotional learning, leadership development, and other age-appropriate enrichment opportunities.

After-School All-Stars Los Angeles (ASAS-LA) – TPES may partner with ASAS-LA to support after-school and expanded learning programming. ASAS-LA programming may include academic support, tutoring, homework assistance, enrichment clubs and activities, arts, STEM, physical activity and recreation, and other engaging student-centered experiences. These activities are intended to reinforce learning while giving students opportunities to explore their interests, develop new skills, and build positive relationships.

Academic Support and Enrichment – Academic support may be incorporated into expanded learning programming through individual or small-group assistance, homework support, guided practice, literacy and mathematics activities, and other learning experiences responsive to student needs. Enrichment activities provide opportunities for students to engage in hands-on, creative, recreational, and experiential learning that complements the regular instructional day.

Saturday and Additional Learning Opportunities – TPES may provide Saturday programming and other additional learning opportunities based on student needs, available resources, and applicable program requirements. Programming may include academic support, enrichment, attendance recovery, physical activity and recreation, arts, STEM, team-building, special events, and other age-appropriate educational experiences.

Intersession and Summer Programming – TPES may provide expanded learning opportunities during designated school breaks, intersessions, and/or summer. Programming may be provided by TPES staff, ASAS-LA, or a combination of both, as applicable, and may include academic support, enrichment, arts, STEM, physical activity and recreation, social-emotional learning, and other engaging educational experiences.

Program availability, schedules, and enrollment may vary based on student eligibility and participation, staffing, available funding and resources, and applicable program requirements.

Through these extended-day and extended-year opportunities, TPES seeks to provide students with a safe, supportive, engaging, and enriching environment that strengthens academic learning, encourages exploration and creativity, promotes healthy development, and supports the whole child.

Report Cards & Progress Reports

TEACH Public Schools believes that regular and transparent communication regarding academic progress is vital to student success. TPES provides families with multiple opportunities throughout the school year to monitor student growth, review progress toward grade-level standards, and communicate with teachers.

Trimester System: TEACH Prep Elementary School (TPES) operates on a Trimester Grading System. Official final report cards are issued three (3) times per school year, at the conclusion of each trimester. These report cards provide a comprehensive summary of student performance and progress toward grade-level standards and serve as the formal academic record for the completed trimester.

Monthly Academic Progress Reminder: On or around the 8th of each month, TPES will send a general announcement through ParentSquare reminding families to log in to the Aeries Parent Portal to review their child's current academic progress. If the 8th falls on a weekend, school holiday, or other non-instructional day, the reminder may be adjusted accordingly. Families are encouraged to use these monthly reminders as an opportunity to review their child's progress and contact the teacher if they have questions or concerns.

Progress Reports: Formal Progress Reports are provided around the midpoint of each trimester. These reports provide families with an interim update on their child's academic performance and progress toward grade-level standards before final trimester grades are issued.

Parent-Teacher Conferences: During Trimester 1 and Trimester 2, parent-teacher conferences provide an additional opportunity for families and teachers to discuss student progress, areas of strength, areas requiring additional support, and strategies for continued academic growth.

Ongoing Access and Communication: Families are encouraged to regularly monitor the Aeries Parent Portal rather than waiting for a formal Progress Report or trimester report card. Parents/guardians may contact their child's teacher throughout the school year to ask questions, discuss academic progress, or request an individual conference when additional discussion or support is needed.

Through Aeries, ParentSquare, Progress Reports, trimester report cards, and parent-teacher conferences, TPES seeks to maintain a strong partnership between families and school staff in support of each student's academic growth and success.

Grading System

TEACH Prep Elementary School (TPES) utilizes a Standards-Based Grading (SBG) system designed to communicate each student's progress toward mastery of grade-level standards. Students are evaluated based on the degree to which they demonstrate understanding and proficiency in the applicable California Academic Content Standards.

TPES uses a 4-point standards-based grading scale:

- 4 – Exceeding Expectations: 82.50%–100% | Rubric Range: 3.30–4.00
- 3 – Meeting Expectations (Proficient): 67.50%–82.49% | Rubric Range: 2.70–3.29
- 2 – Developing Expectations: 50.00%–67.49% | Rubric Range: 2.00–2.69
- 1 – Beginning: 0%–49.99% | Rubric Range: 0.00–1.99

Evidence of Student Learning: Teachers use multiple forms of evidence to assess student progress and proficiency. Evidence may include classroom assignments and activities, formative assessments, projects, benchmark assessments, teacher-created assessments, observations, and other demonstrations of student learning.

Standards-Based Assessment: Students are evaluated on their demonstrated progress toward mastery of required grade-level standards. The 4-point scale is intended to provide students and families with meaningful information about

a student's current level of understanding, areas of strength, and standards or skills that may require additional instruction and support.

Progress and Report Cards: Families have ongoing opportunities to monitor student performance through the Aeries Parent Portal. Formal Progress Reports are provided around the midpoint of each trimester, and final report cards are issued at the conclusion of each of TPES's three trimesters. Report cards provide families with a comprehensive summary of student performance and progress toward grade-level standards.

Parents/guardians are encouraged to regularly review their child's academic progress in Aeries and discuss questions or concerns with their child's teacher. During Trimester 1 and Trimester 2, parent-teacher conferences provide an additional opportunity to discuss student progress, strengths, areas for growth, and available academic supports.

Student Records

TEACH Public Schools maintains student records in strict compliance with the federal Family Educational Rights and Privacy Act (FERPA) and the California Education Code.

1. Types of Records Maintained
    - Permanent Records: Maintained indefinitely (never destroyed). This includes:

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.
    - Temporary Records: Maintained for educational utility and safely destroyed a designated period after graduation or departure. This includes:

8. Family background information.
9. Intelligence test scores, both group and individual.
10. Aptitude test scores.
11. Achievement test results.
12. Teacher anecdotal records.
13. Disciplinary information.

2. Parent Rights and Access
    - Right to Inspect: Parents and legal guardians have the right to inspect and review these records. In accordance with California Education Code Section 49069.7, the school will grant access within five (5) business days of a request. Parents may obtain copies at a reasonable charge.
    - Access Without Consent: Third-party access requires written parental consent. An exception is made for school personnel who are involved with the student and have a legitimate educational need for the information.
    - Right to Challenge: If a record is believed to be inaccurate or misleading, a formal written request must be submitted to the office manager or principal. This written challenge must explicitly explain what is being challenged, why, and what is required to remediate the situation.
    - Filing Complaints: No person or entity may condition benefits, employment, credit, or insurance on surrendering temporary record data. Families have the right to contact the U.S. Department of Education to report any alleged compliance failures.

3. Directory Information

A listing of directory information (student name, parent/guardian name, address, and telephone number) is made available to authorized school organizations only as needed.

- Opt-Out: If a parent/guardian does not wish to have their name listed, they must indicate this in writing to the principal prior to the start of school.

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/hard copy 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 Teach Prep.

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 an Administrator 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

TEACH Prep Elementary School (TPES) recognizes that regular movement and physical activity support students' physical health, overall wellness, attention, and readiness to learn. In addition to physical education, recess, and other structured opportunities for physical activity, TPES encourages age-appropriate movement throughout the school day.

To support an active and engaging learning environment, TPES encourages the following practices, as appropriate:

- Classroom Movement Breaks: Teachers may provide brief opportunities for students to stand, stretch, move, or participate in age-appropriate physical activity breaks during or between lessons to help reduce prolonged periods of sitting.
- Active Learning: Teachers are encouraged, when appropriate, to incorporate movement into academic instruction through hands-on activities, learning stations, interactive lessons, educational games, and other instructional strategies that allow students to be physically engaged while learning.
- Health and Wellness Education: Classroom instruction may reinforce the importance of regular physical activity, healthy habits, and making positive choices that support lifelong health and wellness.
- Movement Throughout the School Day: Whenever practical and developmentally appropriate, students will be encouraged to participate in movement and physical activity opportunities throughout the school day.

Classroom-based physical activity is intended to complement, not replace, physical education, recess, or other structured physical activity opportunities. TPES seeks to create a school environment in which movement and healthy habits are incorporated into the student experience in developmentally appropriate ways.

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

All students in grades K-5 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 100 minutes for every 10 school days for students in grades K-5

- 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

TEACH Prep Elementary School (TPES) recognizes that regular physical activity is an important part of supporting students' health, wellness, development, and overall well-being. In addition to physical activity provided during the regular school day, TPES seeks to provide students with opportunities to be active through before-school, after-school, and extended learning programs.

Expanded Learning and ELO-P: Through the Expanded Learning Opportunities Program (ELO-P) and other expanded learning activities, TPES provides opportunities for students to participate in age-appropriate physical activity and recreation. Programming may be provided by TPES staff, After-School All-Stars Los Angeles (ASAS-LA), or a combination of both, depending on program needs, staffing, scheduling, and available resources.

Activities may include organized games, recreational sports, fitness activities, movement-based enrichment, dance, outdoor play, team-building activities, and other developmentally appropriate physical activities. Programs will encourage students to participate in regular physical activity and, when feasible, provide appropriate time, space, equipment, and supervision to support safe and engaging participation.

TPES will strive to provide a variety of opportunities that respond to students' ages, interests, abilities, and developmental needs, including appropriate access and accommodations for students with disabilities and students with special health-care needs.

Before- and after-school physical activity opportunities may vary throughout the school year based on student participation, staffing, facilities, available resources, funding, and program offerings. These opportunities are intended to complement the physical education, recess, and other physical activity students receive during the regular school day.

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 Contact Information & Cards

For the safety of every child, it is mandatory that parents/guardians complete, sign, and date an Emergency Card prior to the start of the school year. Returning families may update specific emergency and contact details digitally during brief windows over the summer through our student information system, Aeries, via the online Parent Data Confirmation Process. Please note that verbal consent or over-the-phone requests cannot be accepted; all emergency updates must be explicitly submitted in writing. If there is no telephone in the home, the number of a dependable relative or family friend must be provided. Parents/guardians must report any changes in address, telephone numbers, employment, physicians, or the names of persons authorized to pick up the child to the main office immediately.

Accidents, First Aid, and Emergency Care

While TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School ("TEACH Prep Elementary") makes every reasonable effort to prevent student accidents, injuries may still occur. The Principal or designee maintains strict procedures to ensure that first aid and/or professional medical attention is secured as quickly as possible and that parents/guardians are notified immediately. In accordance with health regulations, universal precautions are strictly observed by all staff members whenever contact with blood or body fluids is possible. All student accidents are appropriately documented and reported by school staff.

Immunizations

Immunization Requirements

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School adheres to all California state laws relating to legally required immunizations for entering students, pursuant to Health and Safety Code Sections 120325-120375 and Title 17, California Code of Regulations (CCR) Sections 6000-6075. California law mandates that a complete, valid immunization record be presented to school staff before a child can be enrolled or attend campus. TEACH Prep Elementary requires official written verification from a physician, health clinic, or the California Immunization Registry (CAIR) confirming that the student has received all required doses for school entry.

To safely enroll in Transitional Kindergarten (TK) through 5th grade, students must have documented proof of the following immunizations:

- Diphtheria, Tetanus, and Pertussis (DTaP/DTP)
- Poliomyelitis (Polio)
- Measles, Mumps, and Rubella (MMR)
- Hepatitis B and Varicella (Chickenpox)

Under California law, exemptions based on personal or religious beliefs are not accepted for school entry. If a student has a medical condition that makes a required vaccine unsafe, a licensed California physician must submit a medical exemption request digitally through the California Immunization Registry Medical Exemption website (CAIR-ME). The school can only accept official medical exemptions generated and approved directly through this state system.

Pursuant to Title 17, CCR Section 6035, students who have fallen behind on vaccines may be granted provisional Conditional Admission, provided they have already commenced receiving doses of all required vaccine series and are not currently overdue for any doses at the time of entry. Custom or personalized delayed schedules created by parents or providers are not permitted; the catch-up process must strictly adhere to the intervals dictated by the California Department of Public Health (CDPH) Conditional Admission Schedule.

Tuberculosis (TB) Screening Requirement (TK/K and New Enrollments)

In accordance with mandates set forth by the Los Angeles County Department of Public Health, all new students enrolling in Transitional Kindergarten (TK) through 12th grade must complete a tuberculosis evaluation upon school entry.

- Mandatory Risk Assessment: Parents/guardians must submit a completed LAC Pediatric TB Risk Assessment Form filled out and signed by a licensed healthcare provider. This assessment must be performed within one (1) year before or up to 90 days after the student's first school entry date.
- Determining the Need for Testing: A physical TB skin test (TST) or blood test (IGRA) is not automatically required for all children. The need for a physical laboratory test or chest X-ray will be determined solely by the healthcare provider based on whether risk factors are identified during the questionnaire assessment.
- Conditional 90-Day Grace Period: To prevent delays in school attendance, students should not be excluded from school or school activities while the TB evaluation is actively in progress. Families are granted a strict 90-day grace period from the date of first school entry to submit the finalized, doctor-signed documentation to the main office. If a TB risk factor is identified, a TB Clearance Form must also be completed by the provider. Failure to provide the required documentation within the 90-day window will result in the student's immediate exclusion from school until compliance is met.

Physical Examinations

California law requires all children entering 1st grade to have a comprehensive physical examination to ensure they are healthy and ready to learn (Health and Safety Code Section 124085).

Here are the simple, important details you need to know:

1. The Timeline Window

The physical exam must be completed by a licensed doctor or clinic within:

- 18 months before your child starts 1st grade, OR
- 90 days after their first day of 1st grade.

(If your child had a check-up during their Kindergarten year, that exam likely already counts!)

2. What Forms to Turn In

You must turn in one of the following documents to the Main Office:

- The Doctor’s Form: The official state form titled "Report of Health Examination for School Entry" (Form PM 171A), filled out and signed by your pediatrician.
- The Waiver Form: If you choose not to or are unable to get this health screening for your child, you must sign and submit an official Waiver Form.

3. The Deadline and Consequences

You have a 90-day grace period from the first day of school to turn in either the doctor's form or the signed waiver.

4. Changes in Medical Health

If your child’s medical status changes at any time during the school year, please provide the Main Office with a written note from their doctor.

Communicable, Contagious, or Infectious Disease Prevention Policy

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.

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 should not attend school. Students who contract a contagious disease such as pink eye, chicken pox, ringworm, impetigo, head lice or other such conditions should not attend school. The child should 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. If a student has a fever, a student should remain out of school until they are fever-free for at least 24 hours without the use of fever-reducing medications (e.g., Tylenol, Motrin).

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.

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 TEACH Prep 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 TEACH Prep 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 TEACH Prep 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.

Note: All medication must be submitted to the office for safe keeping and cannot be in a student's backpack or on them, unless specific doctor's approval is provided with specific direction and reason why for certain conditions.

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.

Resuscitation Orders

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.

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

TEACH Public Schools is committed to supporting the whole child by promoting the health, well-being, and academic success of every student. Our Local School Wellness Policy aims to provide students with healthy, nutritious opportunities and school environments that encourage lifelong habits of healthy eating and physical activity.

TEACH Public Schools participates in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and operates its School Nutrition Program in accordance with applicable U.S. Department of Agriculture (USDA) and California Department of Education (CDE) requirements and guidance.

As part of our commitment to student wellness, TEACH schools:

* Provide students access to nutritious breakfast and lunch that meet applicable federal and state nutrition standards;
* Promote nutrition education, healthy food and beverage choices, and lifelong healthy eating habits;
* Provide age-appropriate opportunities for physical education and physical activity;
* Limit foods and beverages with minimal nutritional value, commonly referred to as “junk food”;
* Support school-wide initiatives that promote students’ physical, social, emotional, and overall well-being; and
* Engage students, families, and staff in creating a healthy and supportive school environment.

We ask our families to partner with us by encouraging healthy eating habits at home, choosing nutritious foods and beverages when sending food to school, limiting candy, soda, highly processed snacks, and other foods with minimal nutritional value, and supporting TEACH’s school-wide wellness and physical activity initiatives.

To support student wellness, food safety, and the integrity of our School Nutrition Program, students and families should not bring or arrange delivery of outside restaurant or fast-food meals during the school day. Dietary, medical, disability-related, or other approved accommodations will be addressed in accordance with applicable requirements and school procedures.

TEACH believes that healthy students are better prepared to learn, participate, and thrive. By working together, our schools and families can help students develop healthy habits that extend beyond the classroom.

The complete TEACH Public Schools Local School Wellness Policy is available on our website at www.teachps.org.

Breakfast

TEACH Public Schools recognizes that a nutritious breakfast supports student health, readiness to learn, and academic success. TEACH participates in the School Breakfast Program (SBP) and provides breakfast to students in accordance with applicable USDA and California Department of Education (CDE) requirements.

Schools may use service models such as traditional breakfast service, grab-and-go, breakfast in the classroom, or other approved approaches that encourage student participation. Families are encouraged to support healthy breakfast habits at home and at school.

Free and Reduced-priced Meals

TEACH Public Schools participates in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and follows California's Universal Meals Program, ensuring that all students have access to a nutritious breakfast and lunch at no cost each school day.

Families are not required to submit a meal application for students to receive free school meals. However, TEACH asks all families to complete the Home Income Survey or Universal Benefits Application, as directed by TEACH. Completing this information is important because it helps TEACH identify eligibility for certain educational resources, benefits, funding, and programs that support our students and school communities.

TEACH is committed to providing every student with equitable, respectful, and stigma-free access to school meals and encourages all students to participate in the school meal program.

Meal Times and Scheduling

TEACH Public Schools will provide students with an appropriate opportunity and reasonable amount of time to eat their school meals.

Schools will make reasonable efforts to schedule meal periods in a manner that supports student health, participation in the school meal program, and the instructional program. Students are encouraged to practice appropriate hygiene, including washing or sanitizing their hands before eating.

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

TEACH Public Schools encourages healthy and nutritious snacks that support student wellness, development, and learning. When snacks are provided through school-sponsored programs, schools will make reasonable efforts to offer nutritious options such as fruits, vegetables, whole grains, and water.

Students may bring an appropriate nutritious snack for designated snack or break periods, subject to school rules and classroom allergy restrictions.

To support student wellness, food safety, and TEACH's school nutrition initiatives, outside restaurant meals, fast food, food deliveries, and other non-school meal deliveries for individual students are not permitted during the school day unless specifically authorized by school administration as part of an approved school activity or accommodation.

Families are encouraged to support TEACH's wellness efforts by limiting candy, chips, sugary beverages, highly processed snacks, and other foods of minimal nutritional value.

Rewards

TEACH encourages staff to use non-food incentives and rewards whenever possible. Foods and beverages that do not support the school's nutrition standards should not routinely be used as rewards for academic performance, attendance, or student behavior.

School meals, food, or beverages will not be withheld from a student as punishment or used as a disciplinary consequence.

Celebrations

TEACH Public Schools recognizes that birthdays and other classroom celebrations can be meaningful opportunities to build community while maintaining a healthy, safe, and orderly school environment. When food is included, families and staff are encouraged to provide reasonable portions and healthier options and must follow school expectations regarding food allergies, food safety, and outside food.

Parents/guardians may not arrive at school with meals, fast food, cakes, or other food for a birthday or classroom celebration without prior approval from a school administrator (Principal or Assistant Principal). If a celebration involving food is approved, the parent/guardian must coordinate with the student's teacher in advance regarding the appropriate date, time, food items, and classroom procedures. Unapproved food or meal deliveries may not be distributed to students.

Schools may establish additional site-specific procedures for classroom celebrations based on student needs, instructional schedules, allergies, and health and safety considerations.

Food Marketing in Schools

Food and beverage marketing on TEACH campuses will be consistent with TEACH's wellness goals and applicable school nutrition requirements.

School-sponsored advertising, promotions, fundraising, incentives, and other marketing activities involving food or beverages should promote choices consistent with healthy eating and student wellness. TEACH encourages the promotion of nutritious foods and healthy behaviors throughout the school environment.

Staff Wellness

TEACH Public Schools values the health and well-being of its employees and recognizes the important role staff members play in modeling healthy behaviors for students.

TEACH encourages staff to participate in wellness activities and support schoolwide efforts that promote healthy eating, physical activity, social-emotional well-being, and healthy lifestyles.

Qualifications of School Food Service Staff

TEACH Public Schools will ensure that its school nutrition programs are administered and supported by appropriately qualified personnel in accordance with applicable USDA, CDE, and program requirements.

Employees responsible for school meal operations will receive appropriate training and professional development related to food safety, nutrition standards, meal program requirements, and other responsibilities associated with the administration of school nutrition programs.

School-Sponsored Events

TEACH encourages healthy food and beverage choices at school-sponsored events, including athletic events, performances, dances, family events, celebrations, and other school activities.

When food or beverages are offered or sold, schools are encouraged to provide nutritious options and support the overall goals of TEACH's Local School Wellness Policy. Applicable nutrition requirements will be followed when required by the school meal programs or other federal or state requirements.

Nutrition Education and Promotion

TEACH Public Schools is committed to helping students develop the knowledge and skills necessary to make healthy choices.

Nutrition education and wellness promotion may be incorporated into classroom instruction, physical education, school meal programs, enrichment activities, school gardens, special events, and other educational opportunities. Schools are encouraged to provide age-appropriate and culturally responsive learning experiences that promote fruits, vegetables, whole grains, water, balanced nutrition, physical activity, and healthy lifestyle habits.

Whenever appropriate, nutrition education should connect what students learn in the classroom with the healthy choices available through TEACH's school meal and wellness programs.

Safe Routes to School

TEACH Public Schools supports safe and healthy transportation options for students when appropriate and feasible.

Schools will work with families and, when necessary, appropriate community and public agencies to promote safe travel to and from school. This may include walking, bicycling, public transportation, and other safe transportation options appropriate to the student's age and circumstances.

TEACH may explore available partnerships, programs, grants, or other resources that improve pedestrian, bicycle, and transportation safety around its school communities.

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.

TEACH Public Schools is committed to maintaining a safe, respectful, and inclusive learning environment for all students. Harassment, intimidation, bullying, cyberbullying, or discrimination based on a student's actual or perceived disability, neurodiversity, or participation in special education or Section 504 services is strictly prohibited.
Neurodiversity refers to natural differences in how people think, learn, communicate, process information, and experience the world. This includes, but is not limited to, students with autism spectrum disorder, Attention-Deficit/Hyperactivity Disorder (ADHD), dyslexia, learning disabilities, processing disorders, Tourette syndrome, intellectual disabilities, and other neurological or developmental differences.
Examples of prohibited behavior include:
* Teasing, mocking, or making jokes about a student's disability, learning differences, accommodations, or support services.
* Excluding a student from activities because of their disability or perceived disability.
* Mimicking or ridiculing a student's speech, movements, sensory needs, social interactions, or behaviors.
* Using derogatory language, slurs, or stereotypes related to disability or neurodiversity.
* Posting or sharing harmful messages, images, or content online targeting a student because of an actual or perceived disability.
Students who believe they have experienced or witnessed disability-based bullying, harassment, or discrimination should immediately report the incident to a teacher, counselor, administrator, or other trusted school employee. Parents and guardians are also encouraged to report concerns to school administration.
The School will promptly investigate all reports and take appropriate action to stop the behavior, prevent its recurrence, and address its impact on affected students. Retaliation against any person who reports or participates in an investigation of bullying, harassment, or discrimination is prohibited.
All students have the right to learn in an environment that promotes dignity, respect, inclusion, and equal access to educational opportunities.

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 bringing 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 and any devices can be retrieved at the conclusion of the school day. Cellular phones or technical devices 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

TEACH Public Schools ("TEACH") provides students with access to technology resources to support instruction, research, communication, collaboration, creativity, and other school-related educational activities. Technology resources may include school-issued devices, computers, networks, internet access, software, digital learning platforms, and school-managed accounts.

TEACH is committed to providing students with a safe and secure digital learning environment and complies with applicable federal internet-safety requirements, including the Children's Internet Protection Act (CIPA) and applicable E-Rate requirements. TEACH uses technology protection measures, including internet filtering and monitoring tools, designed to restrict access to inappropriate or harmful online content. No filtering system can guarantee that all inappropriate content will be blocked at all times; therefore, students are also expected to use technology safely, respectfully, and responsibly.

TEACH provides age-appropriate instruction and guidance regarding digital citizenship and internet safety, including appropriate online behavior, safe interaction with others through electronic communications and online communities, protection of personal information, and cyberbullying awareness and response.

Students using TEACH Technology Resources must comply with the following expectations:

1. Educational Use. Students shall use TEACH Technology Resources primarily for educational purposes, school-related activities, and other uses authorized by TEACH staff. Students must follow the directions of teachers and staff regarding technology use.
2. Appropriate Online Conduct. Students shall communicate respectfully and responsibly online. Students may not use TEACH Technology Resources to bully, harass, threaten, intimidate, discriminate against, impersonate, or otherwise harm another person.
3. Inappropriate or Harmful Content. Students shall not intentionally access, create, display, send, download, store, or distribute material that is obscene, sexually explicit, harmful to minors, threatening, violent, discriminatory, illegal, or otherwise inappropriate for the school environment.
4. Privacy and Personal Information. Students must protect their own privacy and the privacy of others. Students shall not disclose passwords, home addresses, telephone numbers, personal email addresses, social media information, real-time location, or other personally identifiable or confidential information unless specifically authorized for an educational purpose. Students may not share another person's private information, photographs, recordings, or other personal content without authorization.
5. Account and Password Security. Students are responsible for protecting their TEACH-issued accounts and login credentials. Students shall not share passwords, use another person's account, allow another person to use their account, or attempt to impersonate another user.
6. Network and System Security. Students shall not attempt to gain unauthorized access to TEACH networks, devices, accounts, files, or systems. Hacking, bypassing or attempting to bypass internet filters or security controls, using unauthorized VPNs or proxies, disabling security features, introducing malware or other disruptive software, or otherwise interfering with TEACH technology systems is prohibited.
7. Digital Property and Academic Integrity. Students must respect intellectual property, copyright, and the digital work of others. Students shall not delete, alter, copy, or access another person's files without authorization and shall not use technology to cheat, plagiarize, or otherwise violate TEACH's academic integrity expectations.
8. Artificial Intelligence (AI) Is Prohibited for Student Academic Work. TEACH recognizes that artificial intelligence and generative AI are rapidly developing technologies and may serve as valuable resources in many professional and educational settings. However, students are expected to develop, practice, and demonstrate the knowledge and skills taught through TEACH's instructional program through their own work. Students may not use generative artificial intelligence tools at any point to complete, create, revise, summarize, solve, generate, or otherwise assist with coursework, homework, classwork, projects, essays, presentations, assessments, research assignments, or other student academic work. This includes, but is not limited to, using AI to generate answers, written content, images, code,

calculations, ideas, outlines, translations, or completed portions of an assignment. Lastly, student work must reflect the student's own knowledge, thinking, creativity, problem-solving, and application of skills learned through instruction. Submitting work created or materially assisted by AI as the student's own work may constitute a violation of TEACH's academic integrity expectations and may result in appropriate academic and/or disciplinary consequences.
9. Reporting Safety Concerns. Students must promptly notify a teacher, administrator, or other TEACH staff member if they encounter inappropriate content, receive suspicious or unwanted communications, experience cyberbullying or online harassment, believe an account or device has been compromised, or encounter online activity that makes them feel unsafe or uncomfortable. Students should not forward, repost, or further distribute inappropriate material.
10. Filtering and Monitoring. TEACH uses internet filtering, network-security, device-management, and monitoring measures to promote student safety and appropriate use of school technology. Student activity involving TEACH-issued devices, TEACH networks, and school-managed accounts may be monitored, reviewed, or accessed by authorized TEACH personnel for safety, security, maintenance, compliance, and appropriate-use purposes. Students and families should have no expectation of privacy when using TEACH Technology Resources.
11. Personal Devices and Networks. Personal devices may not be connected to the TEACH Public Schools Wi-Fi network unless specifically authorized by TEACH. Students using personal devices while at school remain subject to applicable school rules and policies.
12. Consequences for Misuse. Failure to comply with this Code, the TEACH Technology & Internet Use Agreement, the Student-Parent Handbook, or staff directions may result in restriction or loss of technology privileges, parent/guardian notification, disciplinary action consistent with TEACH policies, restitution for damaged or lost equipment when applicable, and other appropriate action. Serious or unlawful activity may be referred to appropriate authorities when required by law.

This Student Code of Internet & Technology Conduct should be read together with the current TEACH Student Technology & Internet Use Agreement (Acceptable Use). Students and families are expected to comply with both documents when using TEACH Technology Resources.

Our Dress Policy

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.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.

- 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 can 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, Navy Blue- 5th.
- All clothing must be clean and worn by the student for the entire instructional day.

Shoes

- ALL GRADE LEVELS must wear CLOSED-TOE, RUBBER-SOLED, SNEAKERS. No croc style shoes or slippers are allowed.

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 TEACH Prep 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 Prep, believe in working with students to repair any harm they may have caused to others through their words or actions. Students accomplish this through a cooperative process that includes all stakeholders, which can lead to positive changes in individuals, relationships, and our school community. When conflicts arise, our goal is to help students learn from the experience rather than simply receive a consequence. Staff members facilitate restorative conversations and mediations between students, providing a safe and respectful environment where each person has an opportunity to express their thoughts, feelings, and perspectives. Through guided discussion, students develop the skills to communicate effectively, resolve disagreements peacefully, and understand the impact of their choices on others. During the restorative process, students are encouraged to take responsibility for their actions, acknowledge any harm they have caused, offer sincere apologies when appropriate, and accept apologies from others. Together, students identify ways to repair relationships and discuss strategies for making better decisions in the future. These conversations promote accountability, empathy, problem-solving, and healthy communication while reinforcing the importance of resolving conflicts through respectful dialogue rather than physical or inappropriate reactions. Our restorative approach helps students build strong interpersonal skills, develop self-awareness, and contribute to a safe, supportive, and inclusive school community where everyone is treated with dignity and respect.

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.
Parental involvement at TEACH Preparatory Elementary School is encouraged but not 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.

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 request 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 teacher may also inform the parent/guardian about available resources and parent education opportunities.

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.ca.gov. You may also send an information request to the, Freedom of Information Act Office at the school office 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 street parking in residential street. Please read the signs regarding street cleaning days carefully prior to parking the car. 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

For the safety of our students, families, staff, and neighbors, please follow all posted parking signs and after-school pick-up procedures.

Parking and Safety: Please observe all posted parking signs. Double parking is illegal, unsafe, and prohibited. Please do not block driveways, intersections, or other vehicles while waiting to pick up students. The parking lot off Western Avenue is reserved for TEACH teachers and staff. Families should refrain from parking in this lot.

TK–Kindergarten | Lower Campus – Century Blvd
TK and Kindergarten students will be dismissed from the Lower Campus located on Century Avenue at the Century/Hobart entrance. Families may park legally along Hobart or on a nearby street and walk to the entrance to pick up their student.

Grades 1–5 | Main Campus – Western Avenue
Students in Grades 1–5 will be dismissed from the Main Campus located on Western Avenue through the 85th Street front gate.

Families may park in a legal parking space and walk to the gate to pick up their student. Families using the drive-up pick-up line should approach 85th Street from St. Andrews Street and follow staff directions. TEACH staff will assist students with safely entering their vehicles.

Please drive slowly, follow staff directions, observe all posted parking restrictions, and be mindful not to block neighborhood driveways while waiting in the pick-up line.

Thank you for helping us maintain a safe and efficient after-school pick-up process for all TEACH students and families.

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

Uniform Complaint Policy and Procedures
TEACH Public Schools dba, 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:
The following individual is designated as TEACH's Uniform Complaint Procedures Compliance Officer, referred to throughout this policy as the "compliance officer":
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 the Executive Director 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 Investigation Report shall be in writing and sent to the complainant. TEACH's Investigation Report shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Investigation Report 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 Investigation Report to the CDE within thirty (30) calendar days of the date of the Investigation Report, 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 Investigation Report 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.

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 of TEACH's Investigation Report. 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.

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:
Executive Director
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 provide a process for addressing concerns regarding TEACH generally or specific TEACH employees.

Complaints involving discrimination, harassment, sexual harassment, bullying, or alleged violations of applicable state or federal law should be addressed in accordance with TEACH's Anti-Discrimination, Sexual Harassment, Harassment, and Bullying Policy and/or Uniform Complaint Procedures, as applicable.

For complaints that do not fall within those policies or other applicable complaint procedures, the General Complaint Form and the procedures set forth in this policy shall apply.

Internal Complaints
Complaints by Employees Against Employees

This section of the policy is for use when a 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 and resolve concerns with the immediate supervisor. However, in the event an informal resolution cannot be achieved or is not appropriate, the following steps will be followed by the Executive Director or Designee:

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

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Executive Director or Designee, or with the Chair of the TEACH Board of Directors if the complaint concerns the Executive Director, 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 Executive Director or Designee shall abide by the following process:

1. The Executive Director or Designee shall use their best efforts to ascertain the facts relating to the complaint. Where applicable, the Executive Director or Designee shall talk with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain the relevant facts.
2. In the event that the Executive Director or Designee finds that a complaint is valid, the Executive Director or Designee may take appropriate action to resolve the problem. Where the complaint is against an employee of TEACH, the Executive Director or Designee may take appropriate disciplinary action against the employee, consistent with applicable TEACH policies and procedures. As appropriate, the Executive Director or Designee may also counsel or reprimand employees regarding their conduct without initiating formal disciplinary measures.
3. The Executive Director 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 provided by the complainant and information gathered during the complaint process will be maintained as confidentially as reasonably possible. However, complainants will also be advised that absolute confidentiality cannot be guaranteed in all circumstances, including when disclosure is necessary to investigate or resolve the complaint or as otherwise required by law.
2. Non-Retaliation: All complainants will be advised that TEACH prohibits retaliation against any individual for filing a complaint, participating in a complaint process or investigation, or otherwise raising concerns in good faith.
3. Resolution: The TEACH Board of Directors, if the complaint concerns the Executive Director, or the Executive Director or Designee, as applicable, will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures. When warranted, appropriate remedial or corrective measures will be taken to address and resolve the 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 2026-2027.

_____	_____	_____
Student Name (please print)	Grade Level	Date

_____	_____
Parent/Guardian Signature	Date

Coversheet

Updated Independent Study Policy for the 2026-2027 School Year and the High School Course Catalog for Independent Study

Section: III. Items for Potential Action
Item: P. Updated Independent Study Policy for the 2026-2027 School Year and the High School Course Catalog for Independent Study
Purpose: Vote
Submitted by:
Related Material: Inde study policy 2026-2027.pdf

Independent Study Policy for TEACH Public Schools

Applies to: TEACH Prep Academy, TEACH Academy of Technologies, TEACH Tech Charter High School

Policy Number	2370	**Name of Policy**	Independent Study

Original Adoption: September 23, 2025 | Revised: _____, 2026 | Effective: 2026-27 School Year

I. PURPOSE AND SCOPE

This policy governs Independent Study ("IS") offered at TEACH Prep Elementary, TEACH Academy of Technologies and TEACH Tech Charter High School. Independent Study is a voluntary educational alternative to classroom-based instruction, available on a short-term or long-term, full-time or part-time basis, for individual courses or combinations of courses.

Independent Study shall remain aligned to the School's adopted course of study and substantially equivalent in quality and quantity to classroom-based instruction. No student may be required to participate in Independent Study, and Independent Study shall not be used as an alternative curriculum or a disciplinary placement, except as specifically authorized by law.

II. VOLUNTARY PARTICIPATION AND ELIGIBILITY

Participation in Independent Study is voluntary. A student may choose to participate, and a parent, guardian, or caregiver may request participation for a student under 18.

The School shall not impose a GPA, attendance-history, behavioral, or demonstrated-independence requirement, or any other eligibility condition, as a prerequisite to Independent Study unless that condition is required by applicable law or the student's individualized education program (IEP). A student may request to return to classroom-based instruction at any time, consistent with Section VIII.

A student with an IEP may participate in Independent Study only when the IEP specifically provides for Independent Study and the IEP team has determined that the student can receive a free appropriate public education (FAPE) through that placement. Students with Section 504 plans, English learners, and other students shall continue to receive the services and supports to which they are otherwise entitled.

III. SHORT-TERM AND LONG-TERM INDEPENDENT STUDY

- Short-term Independent Study means participation for 1–15 cumulative schooldays during a school year.
- Long-term Independent Study means participation for 16 or more cumulative schooldays during a school year.

The additional statutory requirements for tiered reengagement, synchronous instruction and live interaction, and return-to-classroom transition timelines described in Sections VII and VIII apply to long-term Independent Study and do not apply to short-term Independent Study, except where another provision of law makes a particular requirement applicable.

Short-term Independent Study shall nonetheless include an appropriate course of study, assigned work, a method for evaluating and documenting participation, an appropriately certificated supervising employee, and a written agreement containing the information required by law.

IV. WRITTEN INDEPENDENT STUDY AGREEMENT

Each student participating in Independent Study shall have a current written Independent Study agreement, valid for no longer than one school year, that includes at minimum:

1. The course of study, learning objectives, and methods of study and evaluation;
2. The manner, time, frequency, and place for submitting assignments and reporting academic progress, and the manner and frequency of communication regarding academic progress with the student's parent, guardian, or caregiver;
3. The specific resources available to the student, including materials, personnel, and technology and connectivity adequate to participate;
4. The maximum time between the date an assignment is made and the date it is due, which shall not exceed 15 schooldays unless a shorter period is established for an individual assignment;
5. The standard for satisfactory educational progress and the number of missed assignments that triggers an evaluation of whether continued Independent Study remains in the student's best educational interest, which shall be: two consecutive missed assignment due dates, or failure to complete three assigned work products within any four-continuous-week period;
6. The beginning and ending dates and the duration of the agreement;
7. The number of course credits or other measures of academic accomplishment to be earned;
8. Academic and other supports available to the student, including a student who is not performing at grade level; and
9. A statement that Independent Study is voluntary and that the student is not required to participate.

For long-term Independent Study, all legally required signatures shall be obtained before Independent Study instruction begins. For short-term Independent Study, signatures may be obtained at any point during the school year in which the Independent Study occurs, provided all requirements applicable to the student's participation are established and implemented when the student begins participation.

The written agreement shall be signed by: the student; the student's parent, guardian, or caregiver if the student is under 18; the certificated employee responsible for general supervision of the student's Independent Study; and the certificated employee responsible for the student's special education programming, if applicable. Agreements, related records, and signatures may be maintained and executed electronically where legally permissible.

V. ATTENDANCE

Attendance for apportionment purposes shall be based on the time value of completed student work products and other qualifying instructional activity, as personally evaluated by a certificated employee, consistent with Education Code section 51747.5. A student shall not generate more than one day of attendance for any calendar day on which school is in session.

VI. SYNCHRONOUS INSTRUCTION AND LIVE INTERACTION (LONG-TERM INDEPENDENT STUDY)

For students in long-term Independent Study, the School shall offer and make reasonably accessible opportunities for synchronous instruction and live interaction at least at the following minimum frequencies:

Grade Span	Minimum Live Interaction	Minimum Synchronous Instruction
TK–3	No separate live-interaction requirement	Daily
4–8	Daily	At least weekly
9–12	No separate live-interaction requirement	At least weekly

A student's nonparticipation in an individual offered opportunity does not, by itself, constitute an absence or truancy and does not automatically terminate the student's Independent Study participation. The School shall document participation and nonparticipation in scheduled opportunities.

VII. TIERED REENGAGEMENT AND RETURN TO CLASSROOM-BASED INSTRUCTION

For students in long-term Independent Study, the School shall initiate tiered reengagement when a student:

- fails to generate attendance for more than 10 percent of required minimum instructional time over four continuous weeks;
- does not participate in more than 50 percent of scheduled synchronous instruction opportunities during a school month; or
- violates the written Independent Study agreement.

Reengagement shall include: verification of the student's current contact information; notification of the parent, guardian, or caregiver within one school day; outreach to identify barriers to participation and connect the student to supports; and a student-parent-educator conference when required. All reengagement activity shall be documented. A reengagement trigger does not automatically terminate a student's Independent Study participation.

A student, or the student's parent, guardian, or caregiver, may request to return to available classroom-based instruction at any time. The School shall provide a plan to transition the student to classroom-based instruction no later than five instructional days after the request, and no minimum period of prior Independent Study participation shall be required before a student may request return.

VIII. RECORDS

The School shall maintain records sufficient to substantiate Independent Study participation and attendance/apportionment claims, including the written agreement and required signatures; assignment,

evaluation, and time-value records; attendance documentation; synchronous instruction, live interaction, and reengagement records; and applicable special education, Section 504, and residency records. Records shall be retained for the period required by law, regulation, and the annual audit guide, and may be maintained electronically.

IX. RATIO OF STUDENTS TO CERTIFICATED EMPLOYEES

The School shall maintain the ratio of Independent Study average daily attendance to full-time-equivalent certificated employees responsible for Independent Study supervision, instruction, and evaluation required by Education Code section 51745.6, using the charter-school ratio option of 25 pupils to one full-time-equivalent certificated employee, or another ratio method authorized by law. Independent Study attendance exceeding the applicable ratio shall not be claimed for apportionment.

X. FUNDING CONDITIONS: NO ENHANCED BENEFITS; RESIDENCY

Consistent with Education Code section 51747.3, the School shall not provide a student, or the student's parent, guardian, or caregiver, participating in Independent Study any funds or other thing of value that the School does not provide to students attending regular classroom-based instruction. Providing access to connectivity and School-owned devices adequate to participate in Independent Study is not considered funds or a thing of value for this purpose.

Independent Study attendance shall be claimed for apportionment only for students who reside in the county in which the apportionment claim is reported, or in a county immediately adjacent to that county, and only as otherwise permitted by law.

XI. NO ADDITIONAL RESTRICTIONS

Except as required by this policy or by applicable California or federal law, the School shall not impose additional eligibility, participation, attendance, curriculum, meeting, assignment, technology, or return-to-classroom requirements on Independent Study students, including a minimum GPA, a minimum period of prior enrollment or Independent Study participation, required daily campus attendance, or a requirement that a parent be physically present while the student works.

XIII. ADMINISTRATION

The CASI or designee is authorized to establish administrative guidelines, forms, and procedures — including the TEACH Independent Study Guidelines and the Independent Study Agreement — necessary to implement this policy. Administrative guidelines may exceed, but shall not fall below, the requirements of this policy or applicable law, and shall not impose restrictions on Independent Study participation beyond those authorized by this policy or by law. If an administrative procedure conflicts with this policy or applicable law, this policy and applicable law control.

XIV. LEGAL AUTHORITY

This policy is adopted consistent with California Education Code sections 46300, 47612, 47612.5, 49501.5 and applicable school nutrition program requirements, and 51744 through 51749.6 (including sections 51745, 51745.5, 51745.6, 51747, 51747.3, and 51747.5); Title 5 of the California Code of Regulations, sections 11700

through 11705; the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act; and the School's approved charter petition(s).

XV. REVIEW

The governing body shall review this policy at least every five years, or sooner when changes to California law materially affect Independent Study.

Board Approved:	**Effective Date:**
_____	2026-27 School Year

Related Documents:

TEACH Tech Charter High School Course Offerings

Coversheet

Consider and Approve the Updated Employee Handbook

Section: III. Items for Potential Action
Item: Q. Consider and Approve the Updated Employee Handbook
Purpose: Vote
Submitted by:
Related Material:
2026_Employee_Handbook_TEACH_Academy_of_Technologies_20260901.pdf
2026_Employee_Handbook_TEACH_Tech_Charter_High_School_20260901 copy.pdf
2026_Employee_Handbook_TEACH_Preparatory_Mildred_S._Cunningham_&_Edith_H._Morris_ES_20260901.pdf



TEACH

PUBLIC SCHOOLS

2026-2027 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/

Table of Contents

SECTION 1 – WELCOME 7
SECTION 2 – GENERAL 8
SECTION 3 – OUR MISSION and VISION 9
MISSION STATEMENT 9
VISION STATEMENT 9
SECTION 4 – EMPLOYMENT 10
EMPLOYMENT APPLICATIONS 10
AT WILL EMPLOYMENT 10
EQUAL EMPLOYMENT OPPORTUNITY 10
HARASSMENT 11
What is Harassment? 11
What is abusive conduct/workplace bullying? 12
What is Retaliation? 12
Responsibility 13
Reporting 13
Investigation/Complaint Procedure 13
Conclusion 19
Training Requirements 19
WHISTLEBLOWER POLICY 19
OPEN COMMUNICATION POLICY 20
LACTATION ACCOMMODATION POLICY 20
PUBLIC RELATIONS 21
SECTION 5 - THE EMPLOYMENT PROCESS 22
EMPLOYEE CLASSIFICATIONS 22
EMPLOYEE STATUS AND CLASSIFICATIONS 22
WORK SCHEDULES 23
Instructional Employees: 23
Non-Instructional Employees: 23
WORKWEEK AND WORKDAY 23
SCHOOL HOLIDAYS 24
ACADEMIC FREEDOM 24
ATTENDANCE AND PUNCTUALITY 25
TIME RECORDS (NON-EXEMPT EMPLOYEES) 26
MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES) 26
Meal Periods 26
Rest Periods 27

PAYDAYS 27
PAYROLL WITHHOLDINGS 28
SECTION 6 - CONDITIONS OF EMPLOYMENT 29
IMMIGRATION LAW COMPLIANCE 29
CREDENTIAL REQUIREMENTS 29
TUBERCULOSIS TEST 29
CRIMINAL BACKGROUND CHECK 30
CHILD ABUSE AND NEGLECT REPORTING ACT 30
FIRST-AID AND CPR TRAINING 31
PERSONNEL FILES 31
CHANGES IN EMPLOYMENT 31
SECTION 7 – PERFORMANCE 32
EMPLOYEE PERFORMANCE REVIEW 32
PERFORMANCE EVALUATIONS 32
Administrative and Classified Staff: 32
Teachers: 32
Basis for Determining Pay 33
SECTION 8 - LEAVES 34
FAMILY MEDICAL LEAVE ACT (FMLA)/CALIFORNIA FAMILY RIGHTS ACT (CFRA) 34
PREGNANCY DISABILITY LEAVE 35
MILITARY SPOUSE LEAVE 36
WORKERS' COMPENSATION LEAVE 36
BEREAVEMENT LEAVE 36
REPRODUCTIVE LOSS LEAVE 37
JURY DUTY LEAVE 38
TIME OFF TO VOTE 38
SCHOOL ACTIVITIES LEAVE 38
SCHOOL APPEARANCE/SUSPENSION LEAVE 39
CRIME VICTIM LEAVE 39
DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT/STALKING LEAVE 39
MILITARY LEAVE 40
ADULT LITERACY LEAVE 40
ORGAN DONOR / BONE MARROW DONOR LEAVE 41
DRUG & ALCOHOL REHABILITATION LEAVE 41
VOLUNTEER CIVIL SERVICE LEAVE/TRAINING 41
CIVIL AIR PATROL LEAVE 42
SECTION 9 - BENEFITS 43
VACATION 43

Eligible Employees 43
Permitted Use 44
Allotment 44
Limits on Use 44
Notification 44
Termination 45
No Discrimination or Retaliation 45
INSURANCE BENEFITS 45
COBRA BENEFITS 45
SOCIAL SECURITY/MEDICARE 45
STATE DISABILITY INSURANCE (WAGE SUPPLEMENT) 45
PAID FAMILY LEAVE (WAGE SUPPLEMENT) 46
WORKER'S COMPENSATION INSURANCE 46
SECTION 10 - EMPLOYEE COMMUNICATIONS 47
COMMUNICATIONS POLICY 47
No Expectation of Privacy 47
Professional Use of Communication Systems Required 48
Offensive and Inappropriate Material 48
Solicitations 48
Licenses and Fees 48
Confidential Information 48
Copyrights and Trademarks 49
Maintenance and Security of the System 49
Violations of this Policy 49
Amendment and Modification of this Policy 49
SOCIAL MEDIA POLICY 50
EQUIPMENT POLICY 51
Laptop Computers 52
LAPTOP COMPUTERS 53
CELL PHONE POLICY 54
TELEPHONE CALLS AND TEXTING 55
PERSONAL PHONE AND PERSONAL CELL PHONE USE 56
NO SOLICITATION/DISTRIBUTION POLICY 56
Definitions 57
Employee Responsibility 57
NEPOTISM POLICY 58
BUILDING SECURITY/SCHOOL KEYS 58
INTERNAL INVESTIGATIONS & SEARCHES 58

VIOLENCE IN THE WORKPLACE 59
SECTION 11 - STANDARDS OF CONDUCT 60
PERSONAL STANDARDS 60
PUBLIC IMAGE/DRESS CODE 60
PERSONAL APPEARANCE/STANDARDS OF DRESS 60
DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS 61
STAFF-STUDENT INTERACTIONS 61
Boundaries Defined 61
Acceptable and Unacceptable Behaviors 61
Unacceptable Behaviors 61
Acceptable Behaviors 62
Boundaries Reporting 63
Investigating 63
Consequences 63
CUSTOMER & PUBLIC RELATIONS 63
STANDARDS OF CONDUCT AND CIVILITY 64
PROHIBITED CONDUCT 64
CONFIDENTIAL INFORMATION 65
CONFLICTS OF INTEREST 66
Outside Employment 66
EXPENSE REIMBURSEMENT POLICY 67
General guidelines 67
Travel guidelines 67
Cell Phone Reimbursement 68
SECTION 12 - SAFETY 69
SUBSTANCE AND ALCOHOL POLICY 69
SMOKING 70
SECURITY 70
PARKED VEHICLES 71
USE OF PERSONAL VEHICLE FOR SCHOOL BUSINESS 71
PERSONAL AUTOMOBILE 71
PERSONAL PROPERTY 71
SAFETY POLICY 71
ERGONOMICS 71
CHEMICAL EXPOSURE WARNING 72
SECTION 13 - TERMINATION 73
VOLUNTARY TERMINATION 73
INVOLUNTARY TERMINATION 73

EXIT INTERVIEWS 73
VERIFICATION AND REFERENCE POLICY 73
EMPLOYEE HANDBOOK ACKNOWLEDGEMENT 74

SECTION 1 – WELCOME

WELCOME TO TEACH Public Schools!

We are happy to have you join us at TEACH Public Schools. We believe our school is truly unique. We serve a diverse group of talented and hardworking students. We regard the work we do as being of utmost importance. Therefore, we have very high expectations for professionalism and performance for each one of our employees. All employees should treat all individuals, including students, teachers, administrators, volunteers, and family members, with respect, and approach all situations as opportunities to learn.

This handbook has been written to provide you with an overview of TEACH Public Schools, its personnel policies and procedures, and your benefits as a TEACH Public Schools employee.

This handbook is intended to explain in general terms those policies that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this handbook thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment. No TEACH Public Schools guideline, practice, manual or rule may alter the “at-will” status of your relationship with TEACH Public Schools.

In order to retain necessary flexibility in the administration of its policies, procedures and benefits, TEACH Public Schools reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever TEACH Public Schools determines that such action is warranted. For these reasons, we urge you to check with the Human Resources Department to obtain current information regarding the status of any particular policy, procedure or practice. This handbook supersedes and replaces all previous personnel policies, practices and procedures.

I welcome you and wish you great success and fulfillment at TEACH Public Schools.

Sincerely
Matt Brown, Executive Director
TEACH Public Schools

SECTION 2 – GENERAL

This handbook serves as a guide for the employer/employee relationship. This handbook applies to faculty and staff at TEACH Public Schools. The standards of conduct apply to all individuals who work on the school premises including independent contractors, vendors, and visitors. Unless otherwise indicated, a benefit, policy, program, or procedure applies, or is available, to ALL eligible employees.

This handbook contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your supervisor or the Human Resources Department. You are responsible for reading, understanding, and complying with the provisions of this Handbook. Our objective is to provide you with a work environment that is constructive to both personal and professional growth.

Neither this handbook nor any other TEACH Public Schools document confers any contractual right, either express or implied, to remain in TEACH Public School's employ, nor does it guarantee any fixed term or condition of your employment. Except as otherwise provided in an executed employment agreement, your employment is not for any specified period of time and may be terminated at will, with or without cause and without prior notice, by TEACH Public Schools or you may resign for any reason at any time.

No supervisor or other representative of TEACH Public Schools except the Executive Director or CFO/COO, with the approval of the Board of Directors, has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. Second, the procedures, practices, policies and benefits described herein may be modified or discontinued from time to time with or without advance notice. We will try to inform you of any changes as they occur.

Finally, this handbook contains proprietary information that should not be disclosed outside TEACH Public Schools, other than to individuals affiliated with TEACH Public Schools whose knowledge of the information is required in the normal course of business.

SECTION 3 – OUR MISSION and VISION

MISSION STATEMENT

At TEACH Public Schools, is to revolutionize education by establishing, operating and supporting schools that inspire a passion for learning and equip students with the knowledge, skills, and character to thrive in an ever-evolving world. We are committed to fostering a culture of innovation, inclusivity, and excellence in every educational institution we create, ensuring that each student reaches their full potential and becomes a positive force for change in society.

VISION STATEMENT

Our vision is to transform communities through education, where every child has access to world-class schools that nurture intellectual curiosity, critical thinking, and a love for lifelong learning. TEACH Public Schools envisions a future where educational equity is realized and innovative teaching practices prepare students to tackle complex challenges, embrace diversity, and contribute meaningfully to their local and global communities. At TEACH Public Schools, we strive to be at forefront of educational excellence, empowering the next generation of the leaders and change-makers to shape a brighter and more compassionate world.

SECTION 4 – EMPLOYMENT

EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

AT WILL EMPLOYMENT

We believe that an employment relationship is successful as long as both parties are mutually satisfied. Accordingly, both you and TEACH Public Schools will have the right to terminate your employment and all related compensation and benefits at any time, with or without cause and with or without notice. In addition, TEACH Public Schools may eliminate or change any term or condition of your employment (including but not limited to your job assignment, duties, or salary) at will, at any time, for any reason not prohibited by law, with or without cause and with or without previous notice.

This is called “employment at will,” and no one other than the Executive Director or CFO/COO TEACH Public Schools, with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Executive Director and CFO/COO. Statements of specific grounds for termination set forth in this Handbook, or elsewhere, are not all-inclusive and are not intended to restrict TEACH Public School’s right to terminate at-will.

EQUAL EMPLOYMENT OPPORTUNITY

TEACH Public Schools is an equal opportunity employer. In accordance with applicable law, the School prohibits discrimination against any employee or applicant for employment on the basis of an individual’s protected status, including race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), color, religious creed (which includes, without limitation to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), use of cannabis/marijuana off the job and away from the workplace, genetic information, age (forty (40) and over), sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical and other protected leaves, domestic violence victim status, political affiliation, or any other consideration protected by applicable law. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics. The school will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the school will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to the school. An

applicant or employee who believes they 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.

<u>What is Harassment?</u>

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.

What is abusive conduct/workplace bullying?

- Conduct of an employee in the workplace that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer's legitimate business interests. Examples may include:

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.

What is Retaliation?

Retaliation against an individual for reporting or threatening to report harassment, discrimination or for participating in an investigation of a claim of such conduct is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

As used in this policy, "retaliation" means taking any adverse employment action against an employee because the employee engaged in protected activity pursuant to this policy. Protected activity may include, but is not necessarily limited to, reporting or assisting in reporting suspected violations of this policy, cooperating or participating in investigations or proceedings arising out of a violation of this policy, or engaging in any other activity protected by applicable law.

As used in this policy, an "adverse employment action" means conduct or an action that materially affects the terms and conditions of the employee's employment status or is reasonably likely to deter the employee from engaging in further protected activity. Adverse employment actions may include, but are not limited to, the following: demotion; suspension; reduction in pay; denial of a merit salary increase; failure to hire or consider for hire; refusing to promote or consider for promotion because of reporting a violation of this policy; harassing another employee for filing a complaint; denying employment opportunities because of making a complaint or for cooperating in an investigation; changing an employee's work assignments for identifying harassment or other forms of discrimination in the workplace; treating an employee differently such as denying an accommodation; not talking to an employee (the "cold shoulder") when

otherwise required by job duties; or otherwise excluding the employee from job-related activities because of engagement in activities protected under this policy.

Any retaliatory adverse action because of a protected activity will not be tolerated. If an employee believes they have been subjected to, has witnessed, or has knowledge of retaliation in violation of this policy, please follow the complaint procedure outlined below.

Responsibility

All TEACH Public Schools employees have a responsibility for keeping our work environment free of harassment, discrimination, retaliation and abusive conduct in accordance with this policy.

Reporting

TEACH Public Schools strongly encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been subjected to such conduct should immediately discuss their concerns with their immediate supervisor, or Human Resources Department. All employees who witness potential violations of this policy, and particularly supervisors, are required to immediately report such incidents to Human Resources. Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to Human Resources Department. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination. There is no requirement to report your complaint to any designated supervisor within TEACH Public Schools. Select the individual supervisor with whom you feel the most comfortable discussing your complaint. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint.

Every effort will be made to keep such reports as confidential as possible, although confidentiality cannot be guaranteed. TEACH Public Schools is serious about enforcing its policy against discrimination, harassment and retaliation; however, TEACH Public Schools cannot resolve potential violations that it does not know about. Therefore, employees are responsible for bringing any such problems to TEACH Public School's attention so it can take whatever steps are necessary to correct the problems.

All complaints submitted pursuant to this policy can be done in writing or verbally. Your complaint should be specific and should include the names of the individuals involved, the names of any witnesses, and any supporting documentation. Employees may choose to submit their complaints anonymously. Anonymous complaints can be brought to the Human Resources Department in person, or via email: hr@teachps.org

Investigation/Complaint Procedure

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 or Human Resources Manager.

If you believe you have experienced discrimination or harassment you may file a California Civil Rights Department ("CRD") or Equal Employment Opportunity Commission complaint. For information contact the CRD or EEOC. You may find their phone numbers online at www.eeoc.gov 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 or Human Resources Manager.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and, in a manner, intended to protect confidentiality to the extent possible, consistent with a full and fair investigation. Information will be disclosed only as it is necessary to complete the investigation and resolve the matter. The Human Resources Director and a member of TEACH Public Schools management will conduct the investigation or designate other internal or external parties to conduct the investigation. The investigating parties may notify the concerned individuals of their findings as appropriate.

OPEN COMMUNICATION POLICY

We want to hear from you. TEACH Public Schools strongly encourages employee participation in decisions affecting their employment and their daily professional responsibilities. Our greatest strength lies in our employees and our ability to work together. We encourage open communication about all aspects of our school and organization. Employees are encouraged to openly discuss with their supervisors any problems or suggestions they believe would make our organization better and stronger. TEACH Public Schools is interested in all our employee's success and fulfillment. We welcome all constructive suggestions and ideas.

Employees who have work-related concerns or complaints are encouraged to discuss them with the Human Resources Department. Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. TEACH Public Schools will attempt to keep the employee's concerns and complaints confidential to the extent feasible. However, in the course of resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law. Employees with concerns or complaints relating to harassment, discrimination or retaliation should follow the reporting procedure outlined in this Handbook.

LACTATION ACCOMMODATION POLICY

TEACH Public Schools provides a reasonable amount of break time to accommodate an employee's need to express breast milk for the employee's infant child.

A private location to express breast milk will be provided in close proximity to the employee's work area. The employee's normal work area may be used if it allows the employee to express milk in private. In certain circumstances, a temporary location, multipurpose room, or shared space may be provided in accordance with applicable law. The location will also meet the following requirements: not be a bathroom or restroom; be free from intrusion; be shielded from view; be safe, clean, and free of toxic or hazardous materials; contain a surface to place a breast pump and personal items; contain a place to sit; and have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump. In addition, the school shall provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the employee's work area. If a refrigerator cannot be provided, the school may provide another cooling device suitable for storing milk, such as a School-provided cooler.

An employee who would like to request an accommodation to express milk should complete an accommodation request form and contact the employee's supervisor or Human Resources Department. The school will engage the employee in an interactive process with the employee to determine when and where lactation breaks will occur, and will respond accordingly, generally within two business days. The school reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

Employees requesting an accommodation under this policy should comply with the following requirements:
1. The employee should [complete an accommodation request form and] contact their Human Resources Department to request designation of a location and time to express breast milk under this policy.
2. The requested break time should, if possible, be taken concurrently with other scheduled break periods. Non-exempt employees should clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid.

Retaliation for making a lactation accommodation request is strictly forbidden. If the employee believes the employee has been retaliated against it should be reported immediately to Human Resources. Discrimination against and harassment of lactating employees in any form is unacceptable will not be tolerated at TEACH Public Schools and will be handled in accordance with TEACH Public School's policy on discrimination and harassment.

If any employee believes that they have experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may also file a complaint with their supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office by phone or visit a local office by finding the nearest one on our website: www.dir.ca.gov/dlse/DistrictOffices.htm. 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.

<u>Instructional Employees:</u>
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.

<u>Non-Instructional Employees:</u>
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
- Farm Workers 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.

Classroom and School Displays
As a public school, TEACH determines the content displayed in its classrooms and other school-controlled instructional

spaces as part of its educational program. Materials displayed by employees in these spaces are made in the course of employment and represent the school rather than the individual employee.
Employee displays in these spaces are limited to: (a) materials directly related to the approved curriculum being taught; (b) student work; (c) required school notices and legally mandated postings; (d) schoolwide programs; and (e) school-sponsored events and activities.
Employees may not display personal flags, signs, symbols, posters, or other materials representing political, religious, ideological, social, or advocacy causes or movements, except where the material is part of the approved curriculum or instruction.
Nothing in this section limits or alters displays required by law, including display of the flag of the United States and the flag of the State of California and the conduct of patriotic exercises.
This section applies to all employees on a viewpoint-neutral basis and is enforced uniformly regardless of the particular cause, position, or movement a display may concern.
Nothing in this section restricts employees' legally protected rights to communicate regarding wages, hours, or other terms and conditions of employment, or to engage in protected concerted or organizing activity.

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

At TEACH Public Schools, we believe that taking time away to rest, recharge, and spend time with loved ones is essential for your well-being and long-term success. We encourage everyone to utilize their time off to maintain a healthy work-life balance.

How vacation is managed depends on your role within our organization:

School-Site Employees
Because school-site calendars already include built-in days off, school-site employees do not earn, accrue, or receive payouts for vacation time.

CMO Employees
Full-time, salaried CMO employees earn vacation time based on their years of continuous service in an eligible role. This vacation time begins accruing on your official date of hire.

Requesting Time Off
To keep operations running smoothly, all vacation requests must be submitted to and approved by your supervisor at least 30 days in advance.

Please refer to the table below to see your specific annual accrual rates:

Years of Continuous Eligible Service	Annual Time Provided	Maximum Accrual Allowed	Maximum Annual Cash Out Option
1-3 years	15 days	20 days	NA
4-6 years	18 days	23 days	
7-9 years	23 days	28 days	
10+ years	26 days	32 days	

Paid Sick Leave (PSL) Overview

At TEACH Public Schools, we prioritize the health and well-being of our team. In accordance with the California Healthy Workplaces, Healthy Families Act, we provide Paid Sick Leave (PSL) to support our eligible employees when they need it most.

Under this policy, all employees accrue six days of PSL each year. This paid time off ensures you can take care of yourself or your family members without a loss of income.

The following sections outline the specific eligibility requirements, permitted uses for your PSL, annual allotments, and limits of use, along with other important details.

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

Permitted Uses for Paid Sick Leave (PSL)

Eligible employees can use their allotted PSL for the diagnosis, care, or treatment of an existing health condition, as well as for preventive care. This applies to both the employee and their eligible family members. Employees may also use PSL for reasons related to domestic violence, stalking, or sexual assault, including situations where the employee is a victim of a crime or abuse.

For the purposes of this policy, an eligible "family member" includes:

Child: A biological, adopted, foster, or step-child, a legal ward, a child of a registered domestic partner, or a child of a person standing in loco parentis (acting as a parent), regardless of the child's age or dependency status.

Parent: A biological, adoptive, foster, or step-parent, or a legal guardian of the employee, their spouse, or their registered domestic partner. This also includes anyone who assumed the responsibilities of raising the employee when they were a minor.

Spouse or Partner: A legal spouse (as defined by California law) or a registered domestic partner.

Extended Family: Grandparents, grandchildren, and siblings.

Designated Person: Any individual you identify at the time you request PSL. Please note that employees are limited to one designated person per 12-month period.

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
At TEACH Public Schools, all full-time employees are eligible for our comprehensive insurance benefits package, which includes medical, dental, vision, and life coverage.

To help offset these costs, the school provides a defined contribution toward your organization-sponsored insurance premiums. This contribution amount is evaluated and determined on an annual basis, and your portion of the monthly premium is deducted directly from your paycheck on a pre-tax basis.

Please note that if medical insurance premium rates increase, employees may be required to contribute to the cost of the increase to maintain their coverage.

Unless otherwise required by law, employees on a leave of absence are responsible for continuing their health coverage and paying the premiums through COBRA. If you have any benefits-related questions while on a leave of absence, please contact Human Resources at 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 mayviolate 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 borrowedmaterial with proper citations and/or links.
- Maintain the confidentiality of the school's trade secrets and private or confidential information. Trade secretsmay include information regarding the development of systems, processes, products, know-how, andtechnology. Do not post internal reports, policies, procedures, or other internal business-related confidentialcommunications. 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 itsstudents. Remember that most student information is protected by the Family Educational Rights and PrivacyAct, including any and all information that might identify the student. Publicizing student work andaccomplishments 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 otheremployees under the law. Nothing in this policy prevents an employee from discussing or disclosinginformation about unlawful acts in the workplace, such as harassment or discrimination or any other conductthat 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 maynot interfere with your job duties or responsibilities. Do not use your School-authorized e-mail address toregister 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 employmentreferences for current or former employees, regardless of the substance of such comments, without priorapproval 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 postingstatements, photographs, video, or audio that could be reasonably viewed as malicious, obscene,threatening, or intimidating, that disparage employees, students, parents, vendors, customers, suppliers, orother 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,

51 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 socialmedia content that may be related to your work or subjects associated with the school, make it clear that youare not speaking on behalf of the school and that your views do not represent those of the school, fellowemployees, students, parents, vendors, customers, suppliers, or other people working on behalf of theschool. It is best to use a disclaimer such as "The postings on this site are my own and do not necessarilyreflect 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 theHuman 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, staffingor 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 is committed to equipping all staff members with the necessary tools, resources, and technology to perform their duties effectively. Because providing these items represents a significant financial investment for the school, all staff are expected to exercise a high standard of care, protection, and responsibility for the property issued to them or installed in their assigned spaces.

Staff members are financially responsible for the replacement or repair costs of any lost, stolen, or damaged items assigned to them or their classrooms—including keys, textbooks, teacher guides, laptops, mobile devices (such as cell phones and tablets), and predetermined mobile or fixed classroom equipment (such as digital boards and projectors)—if the loss or damage is determined to be the result of willful misconduct or negligence.

Reporting Mandate: Any loss, theft, or equipment malfunction must be reported to the employee's supervisor within 24 hours, along with submitting an IT Ticket to IT-Support@teachps.org.

Laptop Computers

Each staff member assigned a laptop or other computing device for professional use shall be required to sign a Laptop Agreement Form and may be held financially responsible for any loss, theft, or damage resulting from willful misconduct, negligence, misuse, or failure to follow School procedures and policies.

Allocation of School-issued computing devices is not universal. Devices are assigned based on an employee's specific role, job responsibilities, and operational need. Although issued to an individual employee, all computing devices remain the sole property of TEACH Public Schools and must be returned immediately upon termination of employment, separation from the School, reassignment of duties, extended leave, or upon request by an authorized School official at any time.

Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage, unauthorized access, or misuse of School-issued equipment. Such precautions include, but are not limited to, the following:

- Keep computing devices in a locked and secure environment when not in use;
- Do not leave computing devices unattended in vehicles, particularly in plain sight or in extreme temperatures;
- Keep food and beverages away from computing devices and work areas;
- Do not leave computing devices unattended in unsecured locations such as unlocked classrooms or offices; and
- Maintain possession or direct supervision of computing devices at all times while in public places, including public transportation, airports, restaurants, conferences, or similar locations.

Employees are prohibited from using School-issued computing devices to upload, store, transmit, or share confidential, proprietary, student-related, or personnel information through unauthorized artificial intelligence ("AI") platforms, applications, or external systems. Employees must comply with all TEACH Public Schools technology, confidentiality, cybersecurity, communication, and data privacy policies when using School-issued devices and exercise appropriate professional judgment to protect the security and integrity of School data at all times.

No employee may establish, authorize, configure, or facilitate any external data exchange, integration, transfer, or system connection involving TEACH Public Schools data through an Application Programming Interface ("API"), Secure File Transfer Protocol ("SFTP"), third-party platform, cloud-based service, or similar technology without the direct collaboration and prior written approval of the Executive Director or designee, or the Director of Operations, Data and Technology.

Should a School-issued computing device be lost or stolen, the employee must:
1. Report the incident to their immediate supervisor and submit an IT support request to IT-Support@teachps.org within 24 hours;
2. Obtain an official police report documenting the theft or loss; and
3. Provide a copy of the police report to their immediate supervisor, along with the supporting IT support request, and notify the Executive Director or designee.

Failure to comply with these procedures may result in the employee being held financially responsible for replacement costs and/or disciplinary action. TEACH Public Schools is under no obligation to provide a replacement device for equipment that is lost, stolen, damaged, or misused.

TEACH Public Schools reserves the right to install security, monitoring, tracking, auditing, and management software on any School-issued computing device. Employees should have no expectation of privacy regarding information created, stored, transmitted, accessed, or maintained on School-issued devices or School systems. Non-compliance with School

policies or procedures may result in disciplinary action, up to and including termination of employment, and reimbursement of costs incurred by the School resulting from employee negligence, misuse, or willful misconduct.

LAPTOP COMPUTERS

Should an employee's role warrant a School-issued computing device, the employee's responsibilities for the appropriate care, security, and authorized use of the device begin immediately upon receipt. Device allocation is role-dependent and based on operational need, job responsibilities, and whether the technology is necessary to perform essential job functions. Not all employees are assigned a device. Employees may also be issued supplemental devices when deemed operationally necessary and approved by School Administration. Any supplemental device remains subject to the same care, security, confidentiality, monitoring, and usage expectations applicable to all School-issued equipment.

Employees are assigned devices and corresponding access to School systems, platforms, software, applications, and portals consistent with their job responsibilities and authorized access levels. Employees must comply with all TEACH Public Schools technology, cybersecurity, confidentiality, communication, data privacy, and artificial intelligence ("AI") usage policies when accessing or utilizing School systems, platforms, applications, networks, or devices. Employees may not upload, input, transmit, or disclose confidential, student, personnel, or protected School information into unauthorized artificial intelligence platforms, systems, or applications. TEACH Public Schools utilizes Mobile Device Management ("MDM") systems for Apple devices and Google Admin management systems for Chromebook assets to support cybersecurity protections, device management, inventory tracking, system updates, and operational security. These management systems are active upon issuance of the device.

Employees issued a School device are expected to use the device primarily for authorized educational and business purposes, including:

- Lesson planning and professional communication;
- Classroom instruction and instructional support; and
- Use of School-approved software and systems for administrative responsibilities, including attendance, grading, student information systems, and related operational functions.

All School-issued laptops and computing devices remain the sole property of TEACH Public Schools. Employees are expected to exercise reasonable care and security measures at all times. Devices may not be left unattended in unsecured locations, including unlocked classrooms or offices, and employees are expected to transport and store devices securely when off campus. Employees may be held financially responsible for lost, stolen, or damaged equipment resulting from willful misconduct, negligence, misuse, or failure to follow School policies or procedures.

Employees acknowledge and understand that TEACH Public Schools retains ownership and control of all information created, stored, transmitted, received, or maintained on School-issued devices, networks, and systems. Employees may utilize approved artificial intelligence ("AI") tools to support productivity, communication, research, lesson preparation, administrative tasks, or the generation of reports and work products; however, confidential, student, personnel, or protected School information may not be uploaded, inputted, transmitted, or disclosed into AI platforms, systems, or applications due to data privacy and cybersecurity risks unless expressly authorized by TEACH Public Schools and supported by approved enhanced security, privacy, and data protection measures. Employees are discouraged from storing personal information on School-issued devices or using such devices for excessive personal use. Employees should have no expectation of privacy regarding information stored on, accessed through, or transmitted using School-issued devices, networks, or systems. School-issued devices must be returned immediately upon separation from employment or upon request by the School.

Employees with questions, concerns, or technical support needs should submit an IT support request to IT-Support@teachps.org. Assistance may be provided by the Sr. IT Technician, Director of Operations, Data & Technology, or other authorized Technology Department personnel.

CELL PHONE POLICY

Cell Phone & Mobile Device Policy

TEACH Public Schools recognizes that mobile devices and modern communication systems are essential tools for collaboration. However, to maintain a safe, focused, and professional learning environment, employees must adhere to the following guidelines regarding personal, school-issued physical devices, and virtual communications.

1. Personal Cell Phone Use & Workplace Expectations

- General Rule: Personal cell phone use (including calls, text messaging, social media, and apps) is not permitted during instructional time, student supervision duties, or active working hours. Devices must be silenced or turned off and stored out of sight.
- Breaks and Mealtimes: Employees are welcome to use their personal mobile devices during designated duty-free breaks and lunch periods.

2. Emergency Condition Exceptions

Notwithstanding the restrictions above, employees may access their mobile devices during an "Emergency Condition" to seek assistance, assess situational safety, or verify the safety of loved ones.

An Emergency Condition is strictly defined as:

- Conditions of disaster or extreme peril to the safety of persons or property at the workplace caused by natural forces or a criminal act.
- An official order to evacuate the workplace, a worker’s home, or the school of a worker’s child due to a natural disaster or criminal act.

3. Student Privacy and Media Restrictions

To comply with federal and state privacy laws (including FERPA) and to protect the digital safety of our students:

- No Photos/Videos: Employees are strictly prohibited from using personal cell phones to take photographs, videos, or audio recordings of students, unless explicitly authorized for official school media and covered by an approved student media release.
- No Direct Messaging: Staff should not use personal cell phones, personal text messaging, or personal social media accounts to communicate individually with students. All digital outreach to students must go through official school-approved channels (e.g., school email, official LMS, or school-approved apps).

4. Safe Driving & Vehicle Operation

Safety is our absolute priority. If your job responsibilities require you to conduct school business while driving, you must strictly adhere to the following:

- Hands-Free Only: You must utilize a hands-free option or a headset/earpiece device.
- Texting Prohibited: Writing, sending, or reading text-based communications (including text messages, instant messages, and emails) while driving a school vehicle or your own vehicle for school business is strictly prohibited.
- Liability: Any employee who fails to comply with safe-driving provisions will be deemed to have engaged in conduct outside the course and scope of their employment. To the extent allowed by law, the employee will be solely responsible for any traffic violations, fines, or civil liability incurred.

5. Physical School-Issued Devices

- Role-Based Issuance: Certain operational or leadership roles within TEACH Public Schools will be issued a physical school cell phone to facilitate essential work-related communications. These devices are provided for official school business purposes only.
- No Personal Use or Accounts: Under no circumstances should a school-issued phone be used as a standalone personal device. Employees are strictly prohibited from logging into personal accounts on these devices, including but not limited to Apple IDs, Google Accounts, personal iCloud accounts, or personal social media profiles.

- Adherence to Data/Cell Plans: Employees are required to adhere to the restrictions and limits of the specific cell phone plan assigned to their device.
- Financial Responsibility for Unauthorized Expenses: Any accrued expenses (such as data overages, international roaming charges, premium app purchases, or unapproved directory assistance calls) that were not previously authorized or deemed job-essential will be the sole responsibility of the employee. The employee will be required to reimburse TEACH Public Schools for any such ineligible or unauthorized expenses.
- Loss and Damage: Employees are responsible for the care and safeguarding of school-issued property. If a school cell phone is misplaced, stolen, or damaged, it must be reported to your supervisor immediately and an official IT ticket must be submitted.

6. Virtual Numbers & Digital Communication (Zoom Phone)

- Virtual Number Assignment: While certain roles are not assigned a physical device, most instructional roles—including Teachers and Instructional Coaches—will be issued a virtual phone number integrated into our communication system (currently powered by Zoom).
- Device Utilization & Working Hours: The virtual number should primarily be accessed via the employee's TEACH-issued laptop or computer system. Communication through this virtual number is intended for use during normal business hours.
- Use of Personal Devices: TEACH Public Schools does not expect recipients of a virtual number to use their personal mobile devices for regular school communications outside of working hours, unless explicitly requested and authorized by the Executive Director or a Chief-level designee.
- Scope of Use: The primary purpose of the virtual number is to facilitate internal team collaboration and external communication with school families and stakeholders strictly within the United States.

7. Protected Concerted Activity

Nothing in this policy is intended to, nor shall it be interpreted to, limit or interfere with an employee's right to:

- Communicate with colleagues or third parties regarding the terms and conditions of their employment (including wages, workplace safety, workload, or supervisory practices).
- Engage in protected concerted activities under applicable federal, state, or local labor laws.

TELEPHONE CALLS AND TEXTING

TEACH Public Schools expects employees to provide their undivided attention to their professional responsibilities, our students, and their colleagues during active working hours.

To ensure that instructional time, school operations, and professional discussions are not disrupted, the following standards apply:

1. Active Working Hours & Meetings

- Undivided Attention: Cell phones, smartwatches, and other personal communication devices must not be used in a manner that distracts from your duties.
- Meetings and Professional Development: During staff meetings, professional development sessions, and collaborative planning time, all personal mobile devices must be silenced and put away. Texting, checking notifications, or answering personal calls during these times is prohibited.

2. Personal Communications

- Designated Times: Employees must restrict personal phone calls, text messages, and personal digital communications to their designated duty-free breaks or meal periods.
- Exceptions: Brief, urgent communications regarding family care or logistics are permitted, provided they do not disrupt the learning environment or school operations.

PERSONAL PHONE AND PERSONAL CELL PHONE USE

Personal phone calls should not be made or received during working hours. Any such calls must be made during employee breaks. Friends and relatives should be discouraged from calling during business hours unless there is an emergency. All emergency calls should be directed to the main office. When the call is received, the employee will be contacted.

In addition, the use of personal cell phones for placing or receiving calls, sending or receiving text messages, checking voicemail, or any other form of communication supported by the school's cell phone provider during working hours is strictly prohibited. Cell phones should be placed out of sight and completely silenced to avoid disruption to the learning environment. In the event of a field trip or other class outing where personal cell phones may be used for safety purposes, communication should be limited to school staff only. The school will not be responsible for lost or stolen cell phones or other personal property.

Notwithstanding the foregoing, employees may, in the event of an "emergency condition," access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an "emergency condition" is defined as:

- Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or
- An order to evacuate a workplace, a worksite a worker's home, or the school of a worker's child due to natural disaster or a criminal act.

This policy is not intended, nor shall it be interpreted, to in any way limit the ability of an employee to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or

Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

Personal telephone calls should be made and received during non-teaching times. Personal calling cards or cell phones should be used for long distance personal calls. TEACH Public Schools expects that cell phones will be turned on a silent/meeting answer mode while employees are on the job and includes, but is not limited to, staff meetings and professional development.

Notwithstanding the foregoing, employees may, in the event of an "emergency condition," access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an "emergency condition" is defined as:

- Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or
- An order to evacuate a workplace, a worksite a worker's home, or the school of a worker's child due to natural disaster or a criminal act.

This policy is not intended, nor shall it be interpreted, to in any way limit the ability of an employee to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

NO SOLICITATION/DISTRIBUTION POLICY

In order to minimize non-work-related activities that could interfere with providing quality education, teamwork, and safety, TEACH Public Schools has established the following policy concerning solicitation and the distribution of written

materials other than those directly related to the school's business. This policy is not intended, nor should it be interpreted, to in any way limit the ability of an employee to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

Non-employees may not solicit or distribute written materials of any kind at any time on premises that are owned, leased, operated, managed or controlled by TEACH Public Schools.

Employees may not solicit other employees during the workday when either the person doing the solicitation or the person being solicited is engaged in or required to be performing work tasks.

Employees may not distribute written materials of any kind during the workday when either the distributing employee or the employee receiving the materials is engaged in or required to be performing work tasks.

Employees may solicit other employees when both parties are on non-work time. Employees may distribute written materials in non-work areas during non-work time.

The sole exceptions to this policy are charitable and community activities supported and approved by TEACH Public Schools, or if an employee is engaged in a protected activity related to improving the terms and conditions of their employment.

School bulletin boards are the only areas where any merchandise or notices may be placed. Such items must meet the guidelines established by the School and the National Labor Relations Act, if applicable. The site leadership must approve any postings prior to posting.

TEACH Public Schools reserves the right to discontinue any solicitation or distribution if the activities become disruptive to employees or the efficient operation of the school's business.
Employees are required to leave school premises and other work areas at the completion of their workday. Employees are not permitted to enter or remain on school premises or work areas unless the employee is on duty, scheduled for work, coming to or departing from scheduled work, or otherwise has specific authorization from school site leadership.

Definitions

Work time: any time when employees are engaged in or required to be performing work tasks or are otherwise "on the clock." Work time does not include break periods, meal times, or other periods during the workday when employees are properly not engaged in performing their work tasks.

Work areas: all areas controlled by the school where employees are performing work, except employee break areas, and parking lots (non-work areas).

Employee Responsibility

If you have a need to solicit and/or distribute materials on school premises, it must be in compliance with this policy. If you have questions, talk with the Human Resources. If solicitation or distribution is conducted within the parameters of this policy, the manner of activities must not harass or intimidate other employees. If you are subjected to such behavior at any time, report the activity to your supervisor. If solicitation or distribution occurs while you are working, report the activity to the Human Resources Department.

NEPOTISM POLICY

TEACH Public Schools permits the employment of qualified relatives of employees, of the employee's household or immediate family as long as such employment does not, in the opinion of TEACH Public Schools, create actual conflicts of interest. For purposes of this policy, "qualified relative" is defined as a spouse, registered domestic partner, child, parent, sibling, grandparent, grandchild, aunt, uncle, niece, nephew, first cousin, corresponding in-law, "step" relation, adoptive relative, guardian, ward, or any member of the employee's household. “Qualified relative” also includes persons engaged in amorous relationships, meaning a relation in which persons voluntarily have a physical relationship or are engaged in a romantic courtship (e.g. dating or engaged) that may or may not have been consummated. TEACH Public Schools will use sound judgment in the placement of related employees in accordance with the following guidelines:

A qualified relative is permitted to work in the same department, provided no direct reporting or supervisor-to-subordinate relationship exists. That is, no employee is permitted to work within "the chain of command" when one qualified relative's work responsibilities, salary, hours, career progress, benefits, or other terms and conditions of employment could be influenced by the other relative.

Qualified relatives may have no influence over the wages, hours, benefits, career progress and other terms and conditions of the other related staff members.

Current employees who marry will be permitted to continue working in the same job positions held only if they do not work in direct supervisory relationship with one another or in job positions involving conflicts of interest. If relatives are found to be employed in any of these prohibited job positions, the school will take action to eliminate the conflict, including possibly requiring one or both employees to accept a transfer to another position or to resign. The BOARD OF DIRECTORS must approve any exceptions to this policy.

BUILDING SECURITY/SCHOOL KEYS

All employees who are issued keys to the office and classrooms are responsible for their safekeeping

You will be assigned all appropriate building keys needed to conduct your daily job responsibilities. You are responsible for all keys. Duplication of any school key is not allowed and strictly prohibited. It is against School policy to loan or distribute your assigned keys to another employee or non-employee of the school. If your school keys are lost, misplaced, destroyed, or stolen, you must report it immediately to the Human Resources Department.

The last employee, or a designated employee, who leaves the office and /or the school site at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with exception of the lights normally left on for security purposes. Employees are not allowed on school property before or after hours without prior authorization.

INTERNAL INVESTIGATIONS & SEARCHES

From time to time, TEACH Public Schools may conduct internal investigations pertaining to security, auditing, or work-related matters. Employees are required to cooperate fully with and assist in these investigations if required to do so.

Whenever necessary, in TEACH Public School’s discretion, employees’ work areas (i.e. desks, file cabinets, lockers, etc.) may be subject to a search without notice. Employees are required to cooperate. Because even a routine search for TEACH Public Schools property might result in the discovery of an employee’s personal possessions, all employees are

encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to TEACH Public Schools. Employees have no expectation of privacy in their work areas.

VIOLENCE IN THE WORKPLACE

TEACH Public Schools has adopted a policy prohibiting workplace violence including a Workplace Violence Prevention Plan. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect TEACH Public Schools or which occur on TEACH Public Schools property will not be tolerated. Examples of workplace violence include, but are not limited to, the following:

All threats or acts of violence occurring on TEACH Public Schools premises, regardless of the relationship between TEACH Public Schools and the parties involved.

All threats or acts of violence occurring off TEACH Public Schools premises involving someone who is acting in the capacity of a representative of TEACH Public Schools.

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual
- Threatening an individual or their family, friends, associates, or property with harm
- Intentional destruction or threatening to destroy TEACH Public Schools property
- Making harassing or threatening phone calls
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapons

TEACH Public School's prohibition against threats and acts of violence applies to all persons involved in TEACH Public School's operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers and anyone else, including parents on TEACH Public Schools property. Violations of this policy by any individual on TEACH Public Schools property will lead to disciplinary action, up to and including termination and/or legal action as appropriate. All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors or to the Human Resources Department.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the incident to Human Resources.

Employees should immediately inform their supervisor or Human Resources Department about any workplace security hazards. If these individuals are not available, the employee should immediately inform any other supervisor so that appropriate action can be taken.
There will be no retaliation against any employee who brings a complaint in good faith under the Violence in the Workplace Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

In certain circumstances, the school may seek a workplace violence restraining order on behalf of one or more employees in furtherance of its commitment to providing a workplace that is free from acts of violence or threats of violence.

SECTION 11 - STANDARDS OF CONDUCT

PERSONAL STANDARDS

Each employee must be neatly groomed and wear clothing that is professional and appropriate for the employee's position. The principal will inform you of any special clothing requirements. Employees will not be permitted to wear clothing or otherwise present an appearance that may cause disruption, be taken as offensive or reduce productivity. If you are assigned a school uniform, your uniform must be clean and presentable when you report to work.

PUBLIC IMAGE/DRESS CODE

The following items are considered inappropriate working attire for TEACH Public Schools employees:

- Spaghetti-strapped shirts
- Tank tops or revealing
- Short apparel of any kind
- Sheer clothing
- T-shirts with inappropriate or offensive gestures or advertising.
- Leggings and Jeans
- Open-toe shoes of any kind

The principal will be the final arbiter of what is considered to be inappropriate attire. You may be required to return home to change clothing if deemed necessary. Non-exempt employees will not be paid for time away from work to change attire. If management occasionally designates "casual days," appropriate guidelines will be provided to you.

Consult your supervisor if you have any questions regarding appropriate attire.

PERSONAL APPEARANCE/STANDARDS OF DRESS

The Board of Directors believes that teachers and other TEACH Public Schools staff serve as role models. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

The Board of Directors encourages staff, during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all staff shall adhere to the following standards of dress:

- Clothing and jewelry must be safe and appropriate to the educational environment.
- All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in any apparel that are no higher than three (3) inches above the knee.
- Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, the Executive Director must grant prior approval.
- Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- For safety purposes, earrings must not dangle more than one (1) inch below the ear.
- Clothing or jewelry that depict and/or promote gangs (as defined in Ed. Code § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- Appropriate shoes must be worn at all times.
- Executive Director will be the final arbiter of what constitutes appropriate dress and attire.

DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

It is the policy of TEACH Public Schools that no teacher or other staff member will use corporal punishment against a student. This prohibition includes spanking, slapping, pinching, hitting, tying, taping, or the use of any other physical force as retaliation or correction for inappropriate behavior.

STAFF-STUDENT INTERACTIONS

Boundaries Defined

For the purposes of this policy the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behaviors

Some activities may seem innocent from a staff member's perspective but may be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or "grooming." Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. If a student specifically requests that they not be touched, then that request must be honored. Violations could subject the teacher or staff member to discipline up to and including termination. Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior we intend to address by this policy.

- Giving gifts to an individual student that are of a personal and intimate nature (including photographs); or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or School Leader. It is recommended that any such gifts be filtered through the Human Resources along with the rationale therefor.
- Kissing of ANY kind
- Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 plan.]
- Full frontal or rear hugs and lengthy embraces
- Sitting students on one's lap (grades 3 and above)
- Touching buttocks, thighs, chest or genital area
- Wrestling with students or other staff member except in the context of a formal wrestling program
- Tickling or piggyback rides
- Any form of sexual contact
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Furnishing alcohol, tobacco products, or drugs or failing to report knowledge of such
- "Dating" or "going out with" a student

- Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
- Taking photographs or videos of students for personal use or posting online
- Undressing in front of a student
- Leaving campus alone with a student for lunch
- Sharing a bed, mat, or sleeping bag with a student
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
- Listening to or telling stories that are sexually oriented
- Discussing your personal troubles or intimate issues with a student
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without the express, advance written permission of the Human Resources and the student's parent or legal guardian
- Being alone in a room with a student at school with the door closed and/or windows blocked from view
- Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
- Staff mirroring the immature behavior of minors
- Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.

<u>Acceptable Behaviors</u>

- 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.

General guidelines

Original receipts are required for reimbursement of all expenses except for per diems. These expenses include:

- Original boarding passes for airplane / train travel
- Credit card receipts
- Detailed merchant receipts

Receipts must be accompanied by a summary which outlines:

- The nature of the expense
- The name and titles of the individuals involved
- The purpose for the expense

Expense summaries must be submitted with receipts and approved by the CFO/COO. All expenses and summaries must be submitted within 30 days to CFO/ COO for payment.

Travel guidelines

Employees are required to fly coach class with the lowest available airfare for non-stop travel. If a car rental is required, employees are requested to rent mid-sized or compact vehicles.

Employees will be reimbursed for the fuel costs associated with renting a vehicle. Employees will be reimbursed for reasonable hotel accommodations. Discounted room rates should be requested at the time of room booking.

For work-related trips, employees will be eligible for reimbursement of actual expenses up to a maximum of $750 per day. Reimbursements will not be paid where other meal arrangements are provided. For example, a luncheon included with an event. The following list includes examples of non-reimbursable expenses:

- Personal travel insurance
- Personal reading materials
- Childcare
- Toiletries, cosmetics, or grooming products
- Expenses incurred by spouses, children, or relatives
- In-room movies or video games
- Sporting activities, shows, etc.
- Alcohol with meals

Any questions related to the content of this policy or its interpretation should be directed to Director of Business Operations.

Cell Phone Reimbursement

All School employees who are required to use their personal cell phones for work-related purposes are eligible for a reimbursement of $35.00 - $50.00 per month for a personal cell phone plan. This amount is intended to cover the proportion of the employee's personal cell phone plan which is used for work purposes. If an employee believes this amount is insufficient, the employee must provide the school with a copy of their most recent cell phone bill in the employee's name (either as the primary account holder or a user of the plan) as valid documentation that the employee has incurred an expense higher than the normal reimbursement. The school may periodically request follow-up documentation to verify that the employee is incurring the expense. If you believe you are entitled to an additional amount, please contact Human Resources.

SECTION 12 - SAFETY

SUBSTANCE AND ALCOHOL POLICY

It is the intent of TEACH Public Schools to promote a safe, healthy and productive work environment for all employees. The school recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations or School success.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana, marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

The school complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia or alcohol during working hours, including meal and break periods, or in the presence of pupils;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol while attending a school function or event;

- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the school's premises;
- Refusing to submit to an inspection or testing when requested by administration;
- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the school's premises and/or attending a school function or event.
- Conviction under any criminal drug statute for a violation occurring in the workplace, including failure to notify the school in writing of employee's conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction; or
- Failure to keep all prescribed medicine in its original container.

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed marijuana) should not report to work. In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to the Human Resources Department. The Director of Human Resources will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students.

Employees taking physician-prescribed medication which will not impair their job performance may be required to present a statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform their specific job duties. This policy does not require or request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in their possession on the school premises any prescription medication other than medications currently prescribed by a physician for the employee.

TEACH Public Schools will not discriminate against employees for the use of cannabis/marijuana off the job and away from the worksite, nor will TEACH Public Schools take disciplinary action against employees for such use, so long it does not result in the employee being under the influence of marijuana while on the job (e.g., using marijuana off-duty and outside of work and then coming to work while still under the influence/impaired).

This policy will not be construed to prohibit the use of alcohol at social or business functions sponsored by the school where alcohol is served. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing the school.

The school may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. This may include desks, storage areas and rooms normally used to store employees' personal property. As a result, employees do not have an expectation of privacy in this regard.

Violation of this Drug and Alcohol Policy may result in disciplinary action, up to and including termination, at the school's sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Drug and Alcohol Policy is a condition of employment at the school. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, the school may report such illegal drug activities to an appropriate law enforcement agency.
The school may require a test by intoxicator, blood test, urinalysis, medical examination of those persons whom the school reasonably suspects of using, possessing, or being under the influence of a drug or alcohol or is acting in such manner that they may harm themselves or another employee during the work day.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. The school shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee 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.

TEACH

PUBLIC SCHOOLS

2026-2027 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
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Table of Contents

SECTION 1 – WELCOME 7
SECTION 2 – GENERAL 8
SECTION 3 – OUR MISSION and VISION 9
MISSION STATEMENT 9
VISION STATEMENT 9
SECTION 4 – EMPLOYMENT 10
EMPLOYMENT APPLICATIONS 10
AT WILL EMPLOYMENT 10
EQUAL EMPLOYMENT OPPORTUNITY 10
HARASSMENT 11
What is Harassment? 11
What is abusive conduct/workplace bullying? 12
What is Retaliation? 12
Responsibility 13
Reporting 13
Investigation/Complaint Procedure 13
Conclusion 14
Training Requirements 14
WHISTLEBLOWER POLICY 14
OPEN COMMUNICATION POLICY 15
LACTATION ACCOMMODATION POLICY 15
PUBLIC RELATIONS 16
SECTION 5 - THE EMPLOYMENT PROCESS 18
EMPLOYEE CLASSIFICATIONS 18
EMPLOYEE STATUS AND CLASSIFICATIONS 18
WORK SCHEDULES 19
Instructional Employees: 19
Non-Instructional Employees: 19
WORKWEEK AND WORKDAY 19
SCHOOL HOLIDAYS 20
ACADEMIC FREEDOM 20
ATTENDANCE AND PUNCTUALITY 21
TIME RECORDS (NON-EXEMPT EMPLOYEES) 22
MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES) 22
Meal Periods 22
Rest Periods 23

PAYDAYS 23
PAYROLL WITHHOLDINGS 24
SECTION 6 - CONDITIONS OF EMPLOYMENT 25
IMMIGRATION LAW COMPLIANCE 25
CREDENTIAL REQUIREMENTS 25
TUBERCULOSIS TEST 25
CRIMINAL BACKGROUND CHECK 26
CHILD ABUSE AND NEGLECT REPORTING ACT 26
FIRST-AID AND CPR TRAINING 27
PERSONNEL FILES 27
CHANGES IN EMPLOYMENT 27
SECTION 7 – PERFORMANCE 28
EMPLOYEE PERFORMANCE REVIEW 28
PERFORMANCE EVALUATIONS 28
Administrative and Classified Staff: 28
Teachers: 28
Basis for Determining Pay 29
SECTION 8 - LEAVES 30
FAMILY MEDICAL LEAVE ACT (FMLA)/CALIFORNIA FAMILY RIGHTS ACT (CFRA) 30
PREGNANCY DISABILITY LEAVE 31
MILITARY SPOUSE LEAVE 32
WORKERS' COMPENSATION LEAVE 32
BEREAVEMENT LEAVE 32
REPRODUCTIVE LOSS LEAVE 33
JURY DUTY LEAVE 34
TIME OFF TO VOTE 34
SCHOOL ACTIVITIES LEAVE 34
SCHOOL APPEARANCE/SUSPENSION LEAVE 35
CRIME VICTIM LEAVE 35
DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT/STALKING LEAVE 35
MILITARY LEAVE 36
ADULT LITERACY LEAVE 36
ORGAN DONOR / BONE MARROW DONOR LEAVE 37
DRUG & ALCOHOL REHABILITATION LEAVE 37
VOLUNTEER CIVIL SERVICE LEAVE/TRAINING 37
CIVIL AIR PATROL LEAVE 38
SECTION 9 - BENEFITS 39
VACATION 39

Eligible Employees 39
Permitted Use 39
Allotment 40
Limits on Use 40
Notification 40
Termination 40
No Discrimination or Retaliation 40
INSURANCE BENEFITS 40
COBRA BENEFITS 40
SOCIAL SECURITY/MEDICARE 41
STATE DISABILITY INSURANCE (WAGE SUPPLEMENT) 41
PAID FAMILY LEAVE (WAGE SUPPLEMENT) 41
WORKER'S COMPENSATION INSURANCE 41
SECTION 10 - EMPLOYEE COMMUNICATIONS 42
COMMUNICATIONS POLICY 42
No Expectation of Privacy 42
Professional Use of Communication Systems Required 43
Offensive and Inappropriate Material 43
Solicitations 43
Licenses and Fees 43
Confidential Information 43
Copyrights and Trademarks 44
Maintenance and Security of the System 44
Violations of this Policy 44
Amendment and Modification of this Policy 44
SOCIAL MEDIA POLICY 45
EQUIPMENT POLICY 46
Laptop Computers 47
LAPTOP COMPUTERS 47
CELL PHONE POLICY 48
TELEPHONE CALLS AND TEXTING 48
PERSONAL PHONE AND PERSONAL CELL PHONE USE 48
NO SOLICITATION/DISTRIBUTION POLICY 49
Definitions 50
Employee Responsibility 50
NEPOTISM POLICY 50
BUILDING SECURITY/SCHOOL KEYS 51
INTERNAL INVESTIGATIONS & SEARCHES 51

VIOLENCE IN THE WORKPLACE 52
SECTION 11 - STANDARDS OF CONDUCT 53
PERSONAL STANDARDS 53
PUBLIC IMAGE/DRESS CODE 53
PERSONAL APPEARANCE/STANDARDS OF DRESS 53
DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS 54
STAFF-STUDENT INTERACTIONS 54
Boundaries Defined 54
Acceptable and Unacceptable Behaviors 54
Unacceptable Behaviors 54
Acceptable Behaviors 55
Boundaries Reporting 56
Investigating 56
Consequences 56
CUSTOMER & PUBLIC RELATIONS 56
STANDARDS OF CONDUCT AND CIVILITY 57
PROHIBITED CONDUCT 57
CONFIDENTIAL INFORMATION 58
CONFLICTS OF INTEREST 59
Outside Employment 59
EXPENSE REIMBURSEMENT POLICY 60
General guidelines 60
Travel guidelines 60
Cell Phone Reimbursement 61
SECTION 12 - SAFETY 62
SUBSTANCE AND ALCOHOL POLICY 62
SMOKING 63
SECURITY 63
PARKED VEHICLES 64
USE OF PERSONAL VEHICLE FOR SCHOOL BUSINESS 64
PERSONAL AUTOMOBILE 64
PERSONAL PROPERTY 64
SAFETY POLICY 64
ERGONOMICS 64
CHEMICAL EXPOSURE WARNING 65
SECTION 13 - TERMINATION 66
VOLUNTARY TERMINATION 66
INVOLUNTARY TERMINATION 66

EXIT INTERVIEWS 66
VERIFICATION AND REFERENCE POLICY 66
EMPLOYEE HANDBOOK ACKNOWLEDGEMENT 67

SECTION 1 – WELCOME

WELCOME TO TEACH Public Schools!

We are happy to have you join us at TEACH Public Schools. We believe our school is truly unique. We serve a diverse group of talented and hardworking students. We regard the work we do as being of utmost importance. Therefore, we have very high expectations for professionalism and performance for each one of our employees. All employees should treat all individuals, including students, teachers, administrators, volunteers, and family members, with respect, and approach all situations as opportunities to learn.

This handbook has been written to provide you with an overview of TEACH Public Schools, its personnel policies and procedures, and your benefits as a TEACH Public Schools employee.

This handbook is intended to explain in general terms those policies that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this handbook thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment. No TEACH Public Schools guideline, practice, manual or rule may alter the “at-will” status of your relationship with TEACH Public Schools.

In order to retain necessary flexibility in the administration of its policies, procedures and benefits, TEACH Public Schools reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever TEACH Public Schools determines that such action is warranted. For these reasons, we urge you to check with the Human Resources Department to obtain current information regarding the status of any particular policy, procedure or practice. This handbook supersedes and replaces all previous personnel policies, practices and procedures.

I welcome you and wish you great success and fulfillment at TEACH Public Schools.

Sincerely
Matt Brown, Executive Director
TEACH Public Schools

SECTION 2 – GENERAL

This handbook serves as a guide for the employer/employee relationship. This handbook applies to faculty and staff at TEACH Public Schools. The standards of conduct apply to all individuals who work on the school premises including independent contractors, vendors, and visitors. Unless otherwise indicated, a benefit, policy, program, or procedure applies, or is available, to ALL eligible employees.

This handbook contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your supervisor or the Human Resources Department. You are responsible for reading, understanding, and complying with the provisions of this Handbook. Our objective is to provide you with a work environment that is constructive to both personal and professional growth.

Neither this handbook nor any other TEACH Public Schools document confers any contractual right, either express or implied, to remain in TEACH Public School's employ, nor does it guarantee any fixed term or condition of your employment. Except as otherwise provided in an executed employment agreement, your employment is not for any specified period of time and may be terminated at will, with or without cause and without prior notice, by TEACH Public Schools or you may resign for any reason at any time.

No supervisor or other representative of TEACH Public Schools except the Executive Director or CFO/COO, with the approval of the Board of Directors, has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. Second, the procedures, practices, policies and benefits described herein may be modified or discontinued from time to time with or without advance notice. We will try to inform you of any changes as they occur.

Finally, this handbook contains proprietary information that should not be disclosed outside TEACH Public Schools, other than to individuals affiliated with TEACH Public Schools whose knowledge of the information is required in the normal course of business.

SECTION 3 – OUR MISSION and VISION

MISSION STATEMENT

At TEACH Public Schools, is to revolutionize education by establishing, operating and supporting schools that inspire a passion for learning and equip students with the knowledge, skills, and character to thrive in an ever-evolving world. We are committed to fostering a culture of innovation, inclusivity, and excellence in every educational institution we create, ensuring that each student reaches their full potential and becomes a positive force for change in society.

VISION STATEMENT

Our vision is to transform communities through education, where every child has access to world-class schools that nurture intellectual curiosity, critical thinking, and a love for lifelong learning. TEACH Public Schools envisions a future where educational equity is realized and innovative teaching practices prepare students to tackle complex challenges, embrace diversity, and contribute meaningfully to their local and global communities. At TEACH Public Schools, we strive to be at forefront of educational excellence, empowering the next generation of the leaders and change-makers to shape a brighter and more compassionate world.

SECTION 4 – EMPLOYMENT

EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

AT WILL EMPLOYMENT

We believe that an employment relationship is successful as long as both parties are mutually satisfied. Accordingly, both you and TEACH Public Schools will have the right to terminate your employment and all related compensation and benefits at any time, with or without cause and with or without notice. In addition, TEACH Public Schools may eliminate or change any term or condition of your employment (including but not limited to your job assignment, duties, or salary) at will, at any time, for any reason not prohibited by law, with or without cause and with or without previous notice.

This is called “employment at will,” and no one other than the Executive Director or CFO/COO TEACH Public Schools, with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Executive Director and CFO/COO. Statements of specific grounds for termination set forth in this Handbook, or elsewhere, are not all-inclusive and are not intended to restrict TEACH Public School’s right to terminate at-will.

EQUAL EMPLOYMENT OPPORTUNITY

TEACH Public Schools is an equal opportunity employer. In accordance with applicable law, the School prohibits discrimination against any employee or applicant for employment on the basis of an individual’s protected status, including race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), color, religious creed (which includes, without limitation to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), use of cannabis/marijuana off the job and away from the workplace, genetic information, age (forty (40) and over), sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical and other protected leaves, domestic violence victim status, political affiliation, or any other consideration protected by applicable law. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics. The school will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the school will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to the school. An

applicant or employee who believes they 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.

<u>What is Harassment?</u>

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.

What is abusive conduct/workplace bullying?

- Conduct of an employee in the workplace that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer's legitimate business interests. Examples may include:

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.

What is Retaliation?

Retaliation against an individual for reporting or threatening to report harassment, discrimination or for participating in an investigation of a claim of such conduct is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

As used in this policy, "retaliation" means taking any adverse employment action against an employee because the employee engaged in protected activity pursuant to this policy. Protected activity may include, but is not necessarily limited to, reporting or assisting in reporting suspected violations of this policy, cooperating or participating in investigations or proceedings arising out of a violation of this policy, or engaging in any other activity protected by applicable law.

As used in this policy, an "adverse employment action" means conduct or an action that materially affects the terms and conditions of the employee's employment status or is reasonably likely to deter the employee from engaging in further protected activity. Adverse employment actions may include, but are not limited to, the following: demotion; suspension; reduction in pay; denial of a merit salary increase; failure to hire or consider for hire; refusing to promote or consider for promotion because of reporting a violation of this policy; harassing another employee for filing a complaint; denying employment opportunities because of making a complaint or for cooperating in an investigation; changing an employee's work assignments for identifying harassment or other forms of discrimination in the workplace; treating an employee differently such as denying an accommodation; not talking to an employee (the "cold shoulder") when

otherwise required by job duties; or otherwise excluding the employee from job-related activities because of engagement in activities protected under this policy.

Any retaliatory adverse action because of a protected activity will not be tolerated. If an employee believes they have been subjected to, has witnessed, or has knowledge of retaliation in violation of this policy, please follow the complaint procedure outlined below.

Responsibility

All TEACH Public Schools employees have a responsibility for keeping our work environment free of harassment, discrimination, retaliation and abusive conduct in accordance with this policy.

Reporting

TEACH Public Schools strongly encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been subjected to such conduct should immediately discuss their concerns with their immediate supervisor, or Human Resources Department. All employees who witness potential violations of this policy, and particularly supervisors, are required to immediately report such incidents to Human Resources. Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to Human Resources Department. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination. There is no requirement to report your complaint to any designated supervisor within TEACH Public Schools. Select the individual supervisor with whom you feel the most comfortable discussing your complaint. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint.

Every effort will be made to keep such reports as confidential as possible, although confidentiality cannot be guaranteed. TEACH Public Schools is serious about enforcing its policy against discrimination, harassment and retaliation; however, TEACH Public Schools cannot resolve potential violations that it does not know about. Therefore, employees are responsible for bringing any such problems to TEACH Public School's attention so it can take whatever steps are necessary to correct the problems.

All complaints submitted pursuant to this policy can be done in writing or verbally. Your complaint should be specific and should include the names of the individuals involved, the names of any witnesses, and any supporting documentation. Employees may choose to submit their complaints anonymously. Anonymous complaints can be brought to the Human Resources Department in person, or via email: hr@teachps.org

Investigation/Complaint Procedure

All complaints of unlawful harassment, discrimination or retaliation will be promptly investigated.

TEACH Public Schools encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

TEACH Public School's investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigatory process to the extent possible and consistent with

adequate investigation methods and appropriate corrective actions. The school has a compelling interest in protecting the integrity of its investigations. In every investigation, the school has a strong desire to protect witnesses from harassment, intimidation and retaliation, to keep evidence from being destroyed, to ensure that testimony is not fabricated, and to prevent a cover-up. If the School reasonably imposes a confidentiality requirement and you do not maintain such confidentiality, you may be subject to disciplinary action up to and including immediate termination.

All employees are required to fully cooperate with TEACH Public School's investigation, which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.
During the investigation, TEACH Public Schools will provide regular progress updates, as appropriate, to those directly involved. TEACH Public Schools will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected and credibility of the witnesses.

TEACH Public Schools may investigate conduct in the absence of a formal complaint if the TEACH Public Schools has reason to believe that an individual has engaged in conduct that violates TEACH Public Schools policies or applicable law. Further, TEACH Public Schools may continue its investigation even if the original complainant withdraws their complaint during the course of the investigation.

Any conduct which TEACH Public Schools believes constitutes harassment, discrimination, abusive conduct, or retaliation in violation of this policy will be dealt with appropriately. Corrective action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as TEACH Public Schools believes is appropriate under the circumstances. Due to privacy protections, the TEACH Public Schools may not be able to fully disclose its entire decision regarding corrective action to the complainant. False and malicious complaints of harassment, discrimination, abusive conduct, or retaliation as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action.

Conclusion
This policy was developed to ensure that all employees work in an environment free from harassment, discrimination, abusive conduct and retaliation. Any employee who has questions or concerns about these policies should talk with the Human Resources Director or Human Resources Manager.

If you believe you have experienced discrimination or harassment you may file a California Civil Rights Department ("CRD") or Equal Employment Opportunity Commission complaint. For information contact the CRD or EEOC. You may find their phone numbers online at www.eeoc.gov 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 or Human Resources Manager.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and, in a manner, intended to protect confidentiality to the extent possible, consistent with a full and fair investigation. Information will be disclosed only as it is necessary to complete the investigation and resolve the matter. The Human Resources Director and a member of TEACH Public Schools management will conduct the investigation or designate other internal or external parties to conduct the investigation. The investigating parties may notify the concerned individuals of their findings as appropriate.

OPEN COMMUNICATION POLICY

We want to hear from you. TEACH Public Schools strongly encourages employee participation in decisions affecting their employment and their daily professional responsibilities. Our greatest strength lies in our employees and our ability to work together. We encourage open communication about all aspects of our school and organization. Employees are encouraged to openly discuss with their supervisors any problems or suggestions they believe would make our organization better and stronger. TEACH Public Schools is interested in all our employee's success and fulfillment. We welcome all constructive suggestions and ideas.

Employees who have work-related concerns or complaints are encouraged to discuss them with the Human Resources Department. Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. TEACH Public Schools will attempt to keep the employee's concerns and complaints confidential to the extent feasible. However, in the course of resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law. Employees with concerns or complaints relating to harassment, discrimination or retaliation should follow the reporting procedure outlined in this Handbook.

LACTATION ACCOMMODATION POLICY

TEACH Public Schools provides a reasonable amount of break time to accommodate an employee's need to express breast milk for the employee's infant child.

A private location to express breast milk will be provided in close proximity to the employee's work area. The employee's normal work area may be used if it allows the employee to express milk in private. In certain circumstances, a temporary location, multipurpose room, or shared space may be provided in accordance with applicable law. The location will also meet the following requirements: not be a bathroom or restroom; be free from intrusion; be shielded

from view; be safe, clean, and free of toxic or hazardous materials; contain a surface to place a breast pump and personal items; contain a place to sit; and have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump. In addition, the school shall provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the employee's work area. If a refrigerator cannot be provided, the school may provide another cooling device suitable for storing milk, such as a School-provided cooler.

An employee who would like to request an accommodation to express milk should complete an accommodation request form and contact the employee's supervisor or Human Resources Department. The school will engage the employee in an interactive process with the employee to determine when and where lactation breaks will occur, and will respond accordingly, generally within two business days. The school reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

Employees requesting an accommodation under this policy should comply with the following requirements:
1. The employee should [complete an accommodation request form and] contact their Human Resources Department to request designation of a location and time to express breast milk under this policy.
2. The requested break time should, if possible, be taken concurrently with other scheduled break periods. Non-exempt employees should clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid.

Retaliation for making a lactation accommodation request is strictly forbidden. If the employee believes the employee has been retaliated against it should be reported immediately to Human Resources. Discrimination against and harassment of lactating employees in any form is unacceptable will not be tolerated at TEACH Public Schools and will be handled in accordance with TEACH Public School's policy on discrimination and harassment.

If any employee believes that they have experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may also file a complaint with their supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office by phone or visit a local office by finding the nearest one on our website: www.dir.ca.gov/dlse/DistrictOffices.htm. 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
- Farm Workers 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.

Classroom and School Displays

As a public school, TEACH determines the content displayed in its classrooms and other school-controlled instructional spaces as part of its educational program. Materials displayed by employees in these spaces are made in the course of employment and represent the school rather than the individual employee.
Employee displays in these spaces are limited to: (a) materials directly related to the approved curriculum being taught; (b) student work; (c) required school notices and legally mandated postings; (d) schoolwide programs; and (e) school-sponsored events and activities.
Employees may not display personal flags, signs, symbols, posters, or other materials representing political, religious, ideological, social, or advocacy causes or movements, except where the material is part of the approved curriculum or instruction.
Nothing in this section limits or alters displays required by law, including display of the flag of the United States and the flag of the State of California and the conduct of patriotic exercises.
This section applies to all employees on a viewpoint-neutral basis and is enforced uniformly regardless of the particular cause, position, or movement a display may concern.
Nothing in this section restricts employees' legally protected rights to communicate regarding wages, hours, or other terms and conditions of employment, or to engage in protected concerted or organizing activity.

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

<u>Meal Periods</u>

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

School site employees do not earn or accrue vacation time or vacation payout because days off are built into the annual work calendar. Full-time, salaried CMO employees earn vacation time based on the number of years of continuous service in an eligible position. Vacation accrues from the date of hire. Vacation must be approved by a supervisor 30 days in advance. The table below shows annual accrual rates:

Years of Continuous Eligible Service	Annual Time Provided	Maximum Accrual Allowed	Maximum Annual Cash Out Option
1-3 years	15 days	20 days	na
4-6 years	18 days	23 days	
7-9 years	23 days	28 days	
10+ years	26 days	32 days	

SICK LEAVE

All employees accrue six days of sick leave per year.

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.

Definitions
Work time: any time when employees are engaged in or required to be performing work tasks or are otherwise "on the clock." Work time does not include break periods, meal times, or other periods during the workday when employees are properly not engaged in performing their work tasks.

Work areas: all areas controlled by the school where employees are performing work, except employee break areas, and parking lots (non-work areas).

Employee Responsibility
If you have a need to solicit and/or distribute materials on school premises, it must be in compliance with this policy. If you have questions, talk with the Human Resources. If solicitation or distribution is conducted within the parameters of this policy, the manner of activities must not harass or intimidate other employees. If you are subjected to such behavior at any time, report the activity to your supervisor. If solicitation or distribution occurs while you are working, report the activity to the Human Resources Department.

NEPOTISM POLICY

TEACH Public Schools permits the employment of qualified relatives of employees, of the employee's household or immediate family as long as such employment does not, in the opinion of TEACH Public Schools, create actual conflicts of interest. For purposes of this policy, "qualified relative" is defined as a spouse, registered domestic partner, child, parent, sibling, grandparent, grandchild, aunt, uncle, niece, nephew, first cousin, corresponding in-law, "step" relation, adoptive relative, guardian, ward, or any member of the employee's household. "Qualified relative" also includes

persons engaged in amorous relationships, meaning a relation in which persons voluntarily have a physical relationship or are engaged in a romantic courtship (e.g. dating or engaged) that may or may not have been consummated. TEACH Public Schools will use sound judgment in the placement of related employees in accordance with the following guidelines:

A qualified relative is permitted to work in the same department, provided no direct reporting or supervisor-to-subordinate relationship exists. That is, no employee is permitted to work within "the chain of command" when one qualified relative's work responsibilities, salary, hours, career progress, benefits, or other terms and conditions of employment could be influenced by the other relative.

Qualified relatives may have no influence over the wages, hours, benefits, career progress and other terms and conditions of the other related staff members.

Current employees who marry will be permitted to continue working in the same job positions held only if they do not work in direct supervisory relationship with one another or in job positions involving conflicts of interest. If relatives are found to be employed in any of these prohibited job positions, the school will take action to eliminate the conflict, including possibly requiring one or both employees to accept a transfer to another position or to resign. The BOARD OF DIRECTORS must approve any exceptions to this policy.

BUILDING SECURITY/SCHOOL KEYS

All employees who are issued keys to the office and classrooms are responsible for their safekeeping

You will be assigned all appropriate building keys needed to conduct your daily job responsibilities. You are responsible for all keys. Duplication of any school key is not allowed and strictly prohibited. It is against School policy to loan or distribute your assigned keys to another employee or non-employee of the school. If your school keys are lost, misplaced, destroyed, or stolen, you must report it immediately to the Human Resources Department.

The last employee, or a designated employee, who leaves the office and /or the school site at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with exception of the lights normally left on for security purposes. Employees are not allowed on school property before or after hours without prior authorization.

INTERNAL INVESTIGATIONS & SEARCHES

From time to time TEACH Public Schools may conduct internal investigations pertaining to security, auditing, or work-related matters. Employees are required to cooperate fully with and assist in these investigations if required to do so.

Whenever necessary, in TEACH Public School’s discretion, employees’ work areas (i.e. desks, file cabinets, lockers, etc.) may be subject to a search without notice. Employees are required to cooperate. Because even a routine search for TEACH Public Schools property might result in the discovery of an employee’s personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to TEACH Public Schools. Employees have no expectation of privacy in their work areas.

VIOLENCE IN THE WORKPLACE

TEACH Public Schools has adopted a policy prohibiting workplace violence including a Workplace Violence Prevention Plan. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect TEACH Public Schools or which occur on TEACH Public Schools property will not be tolerated. Examples of workplace violence include, but are not limited to, the following:

All threats or acts of violence occurring on TEACH Public Schools premises, regardless of the relationship between TEACH Public Schools and the parties involved.

All threats or acts of violence occurring off TEACH Public Schools premises involving someone who is acting in the capacity of a representative of TEACH Public Schools.

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual
- Threatening an individual or their family, friends, associates, or property with harm
- Intentional destruction or threatening to destroy TEACH Public Schools property
- Making harassing or threatening phone calls
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapons

TEACH Public School's prohibition against threats and acts of violence applies to all persons involved in TEACH Public School's operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers and anyone else, including parents on TEACH Public Schools property. Violations of this policy by any individual on TEACH Public Schools property will lead to disciplinary action, up to and including termination and/or legal action as appropriate. All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors or to the Human Resources Department.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the incident to Human Resources.

Employees should immediately inform their supervisor or Human Resources Department about any workplace security hazards. If these individuals are not available, the employee should immediately inform any other supervisor so that appropriate action can be taken.
There will be no retaliation against any employee who brings a complaint in good faith under the Violence in the Workplace Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

In certain circumstances, the school may seek a workplace violence restraining order on behalf of one or more employees in furtherance of its commitment to providing a workplace that is free from acts of violence or threats of violence.

SECTION 11 - STANDARDS OF CONDUCT

PERSONAL STANDARDS

Each employee must be neatly groomed and wear clothing that is professional and appropriate for the employee's position. The principal will inform you of any special clothing requirements. Employees will not be permitted to wear clothing or otherwise present an appearance that may cause disruption, be taken as offensive or reduce productivity. If you are assigned a school uniform, your uniform must be clean and presentable when you report to work.

PUBLIC IMAGE/DRESS CODE

The following items are considered inappropriate working attire for TEACH Public Schools employees:

- Spaghetti-strapped shirts
- Tank tops or revealing
- Short apparel of any kind
- Sheer clothing
- T-shirts with inappropriate or offensive gestures or advertising.
- Leggings and Jeans
- Open-toe shoes of any kind

The principal will be the final arbiter of what is considered to be inappropriate attire. You may be required to return home to change clothing if deemed necessary. Non-exempt employees will not be paid for time away from work to change attire. If management occasionally designates "casual days," appropriate guidelines will be provided to you.

Consult your supervisor if you have any questions regarding appropriate attire.

PERSONAL APPEARANCE/STANDARDS OF DRESS

The Board of Directors believes that teachers and other TEACH Public Schools staff serve as role models. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

The Board of Directors encourages staff, during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all staff shall adhere to the following standards of dress:

- Clothing and jewelry must be safe and appropriate to the educational environment.
- All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in any apparel that are no higher than three (3) inches above the knee.
- Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, the Executive Director must grant prior approval.
- Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- For safety purposes, earrings must not dangle more than one (1) inch below the ear.
- Clothing or jewelry that depict and/or promote gangs (as defined in Ed. Code § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- Appropriate shoes must be worn at all times.
- Executive Director will be the final arbiter of what constitutes appropriate dress and attire.

DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

It is the policy of TEACH Public Schools that no teacher or other staff member will use corporal punishment against a student. This prohibition includes spanking, slapping, pinching, hitting, tying, taping, or the use of any other physical force as retaliation or correction for inappropriate behavior.

STAFF-STUDENT INTERACTIONS

Boundaries Defined

For the purposes of this policy the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behaviors

Some activities may seem innocent from a staff member's perspective but may be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or "grooming." Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. If a student specifically requests that they not be touched, then that request must be honored. Violations could subject the teacher or staff member to discipline up to and including termination. Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior we intend to address by this policy.

- Giving gifts to an individual student that are of a personal and intimate nature (including photographs); or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or School Leader. It is recommended that any such gifts be filtered through the Human Resources along with the rationale therefor.
- Kissing of ANY kind
- Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 plan.]
- Full frontal or rear hugs and lengthy embraces
- Sitting students on one's lap (grades 3 and above)
- Touching buttocks, thighs, chest or genital area
- Wrestling with students or other staff member except in the context of a formal wrestling program
- Tickling or piggyback rides
- Any form of sexual contact
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Furnishing alcohol, tobacco products, or drugs or failing to report knowledge of such
- "Dating" or "going out with" a student

- Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
- Taking photographs or videos of students for personal use or posting online
- Undressing in front of a student
- Leaving campus alone with a student for lunch
- Sharing a bed, mat, or sleeping bag with a student
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
- Listening to or telling stories that are sexually oriented
- Discussing your personal troubles or intimate issues with a student
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without the express, advance written permission of the Human Resources and the student's parent or legal guardian
- Being alone in a room with a student at school with the door closed and/or windows blocked from view
- Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
- Staff mirroring the immature behavior of minors
- Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.

<u>Acceptable Behaviors</u>

- 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 CFO/COO of TEACH Public Schools. Employees who have incurred business expenses should submit required receipts to the school business office within 30 days of incurring the expense.

TEACH Public Schools expects employees to act responsibly and professionally when incurring and submitting expenses. The organization will reimburse employees for reasonable expenses on pre-approved business. This includes, for example, travel fares, accommodations, meals, tips, telephone and fax charges, and purchases made on behalf of the organization.

TEACH Public Schools does not pay for local travel to and from the office (regular commute). If employees use their vehicles for business travel, mileage will be reimbursed as per the IRS current mileage rates and for appropriate parking fees. TEACH Public Schools will not be responsible for fuel, maintenance, traffic or parking violations.

General guidelines

- Original receipts are required for reimbursement of all expenses except for per diems. These expenses include:
- Original boarding passes for airplane / train travel
- Credit card receipts
- Detailed merchant receipts

Receipts must be accompanied by a summary which outlines:

- The nature of the expense
- The name and titles of the individuals involved
- The purpose for the expense

Expense summaries must be submitted with receipts and approved by the CFO/COO.
All expenses and summaries must be submitted within 30 days to CFO/ COO for payment.

Travel guidelines

Employees are required to fly coach class with the lowest available airfare for non-stop travel.

If a car rental is required, employees are requested to rent mid-sized or compact vehicles. Employees will be reimbursed for the fuel costs associated with renting a vehicle.

Employees will be reimbursed for reasonable hotel accommodations. Discounted room rates should be requested at the time of room booking.

For work-related trips, employees will be eligible for reimbursement of actual expenses up to a maximum of $750 per day. Reimbursements will not be paid where other meal arrangements are provided. For example, a luncheon included with an event.

The following list includes examples of non-reimbursable expenses:

- Personal travel insurance
- Personal reading materials
- Childcare
- Toiletries, cosmetics, or grooming products

- Expenses incurred by spouses, children, or relatives
- In-room movies or video games
- Sporting activities, shows, etc.
- Alcohol with meals

Any questions related to the content of this policy or its interpretation should be directed to Director of Business Operations.

Cell Phone Reimbursement

All School employees who are required to use their personal cell phones for work-related purposes are eligible for a reimbursement of $35.00 - $50.00 per month for a personal cell phone plan. This amount is intended to cover the proportion of the employee's personal cell phone plan which is used for work purposes. If an employee believes this amount is insufficient, the employee must provide the school with a copy of their most recent cell phone bill in the employee's name (either as the primary account holder or a user of the plan) as valid documentation that the employee has incurred an expense higher than the normal reimbursement. The school may periodically request follow-up documentation to verify that the employee is incurring the expense. If you believe you are entitled to an additional amount, please contact Human Resources.

SECTION 12 - SAFETY

SUBSTANCE AND ALCOHOL POLICY

It is the intent of TEACH Public Schools to promote a safe, healthy and productive work environment for all employees. The school recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations or School success.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana, marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

The school complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia or alcohol during working hours, including meal and break periods, or in the presence of pupils;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol while attending a school function or event;

- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the school's premises;
- Refusing to submit to an inspection or testing when requested by administration;
- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the school's premises and/or attending a school function or event.
- Conviction under any criminal drug statute for a violation occurring in the workplace, including failure to notify the school in writing of employee's conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction; or
- Failure to keep all prescribed medicine in its original container.

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed marijuana) should not report to work. In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to the Human Resources Department. The Director of Human Resources will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students.

Employees taking physician-prescribed medication which will not impair their job performance may be required to present a statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform their specific job duties. This policy does not require or request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in their possession on the school premises any prescription medication other than medications currently prescribed by a physician for the employee.

TEACH Public Schools will not discriminate against employees for the use of cannabis/marijuana off the job and away from the worksite, nor will TEACH Public Schools take disciplinary action against employees for such use, so long it does not result in the employee being under the influence of marijuana while on the job (e.g., using marijuana off-duty and outside of work and then coming to work while still under the influence/impaired).

This policy will not be construed to prohibit the use of alcohol at social or business functions sponsored by the school where alcohol is served. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing the school.

The school may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. This may include desks, storage areas and rooms normally used to store employees' personal property. As a result, employees do not have an expectation of privacy in this regard.

Violation of this Drug and Alcohol Policy may result in disciplinary action, up to and including termination, at the school's sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Drug and Alcohol Policy is a condition of employment at the school. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, the school may report such illegal drug activities to an appropriate law enforcement agency.
The school may require a test by intoxicator, blood test, urinalysis, medical examination of those persons whom the school reasonably suspects of using, possessing, or being under the influence of a drug or alcohol or is acting in such manner that they may harm themselves or another employee during the work day.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. The school shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee 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.



TEACH

PUBLIC SCHOOLS

2026-2027 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/

Table of Contents

SECTION 1 – WELCOME 7
SECTION 2 – GENERAL 8
SECTION 3 – OUR MISSION and VISION 9
MISSION STATEMENT 9
VISION STATEMENT 9
SECTION 4 – EMPLOYMENT 10
EMPLOYMENT APPLICATIONS 10
AT WILL EMPLOYMENT 10
EQUAL EMPLOYMENT OPPORTUNITY 10
HARASSMENT 11
What is Harassment? 11
What is abusive conduct/workplace bullying? 12
What is Retaliation? 12
Responsibility 13
Reporting 13
Investigation/Complaint Procedure 13
Conclusion 14
Training Requirements 14
WHISTLEBLOWER POLICY 14
OPEN COMMUNICATION POLICY 15
LACTATION ACCOMMODATION POLICY 15
PUBLIC RELATIONS 16
SECTION 5 - THE EMPLOYMENT PROCESS 18
EMPLOYEE CLASSIFICATIONS 18
EMPLOYEE STATUS AND CLASSIFICATIONS 18
WORK SCHEDULES 19
Instructional Employees: 19
Non-Instructional Employees: 19
WORKWEEK AND WORKDAY 19
SCHOOL HOLIDAYS 20
ACADEMIC FREEDOM 20
ATTENDANCE AND PUNCTUALITY 21
TIME RECORDS (NON-EXEMPT EMPLOYEES) 22
MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES) 22
Meal Periods 22
Rest Periods 23

PAYDAYS 23
PAYROLL WITHHOLDINGS 24
SECTION 6 - CONDITIONS OF EMPLOYMENT 25
IMMIGRATION LAW COMPLIANCE 25
CREDENTIAL REQUIREMENTS 25
TUBERCULOSIS TEST 25
CRIMINAL BACKGROUND CHECK 26
CHILD ABUSE AND NEGLECT REPORTING ACT 26
FIRST-AID AND CPR TRAINING 27
PERSONNEL FILES 27
CHANGES IN EMPLOYMENT 27
SECTION 7 – PERFORMANCE 28
EMPLOYEE PERFORMANCE REVIEW 28
PERFORMANCE EVALUATIONS 28
Administrative and Classified Staff: 28
Teachers: 28
Basis for Determining Pay 29
SECTION 8 - LEAVES 30
FAMILY MEDICAL LEAVE ACT (FMLA)/CALIFORNIA FAMILY RIGHTS ACT (CFRA) 30
PREGNANCY DISABILITY LEAVE 31
MILITARY SPOUSE LEAVE 32
WORKERS' COMPENSATION LEAVE 32
BEREAVEMENT LEAVE 32
REPRODUCTIVE LOSS LEAVE 33
JURY DUTY LEAVE 34
TIME OFF TO VOTE 34
SCHOOL ACTIVITIES LEAVE 34
SCHOOL APPEARANCE/SUSPENSION LEAVE 35
CRIME VICTIM LEAVE 35
DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT/STALKING LEAVE 35
MILITARY LEAVE 36
ADULT LITERACY LEAVE 36
ORGAN DONOR / BONE MARROW DONOR LEAVE 37
DRUG & ALCOHOL REHABILITATION LEAVE 37
VOLUNTEER CIVIL SERVICE LEAVE/TRAINING 37
CIVIL AIR PATROL LEAVE 38
SECTION 9 - BENEFITS 39
VACATION 39

Eligible Employees 39
Permitted Use 39
Allotment 39
Limits on Use 40
Notification 40
Termination 40
No Discrimination or Retaliation 40
INSURANCE BENEFITS 40
COBRA BENEFITS 40
SOCIAL SECURITY/MEDICARE 41
STATE DISABILITY INSURANCE (WAGE SUPPLEMENT) 41
PAID FAMILY LEAVE (WAGE SUPPLEMENT) 41
WORKER'S COMPENSATION INSURANCE 41
SECTION 10 - EMPLOYEE COMMUNICATIONS 42
COMMUNICATIONS POLICY 42
No Expectation of Privacy 42
Professional Use of Communication Systems Required 43
Offensive and Inappropriate Material 43
Solicitations 43
Licenses and Fees 43
Confidential Information 43
Copyrights and Trademarks 44
Maintenance and Security of the System 44
Violations of this Policy 44
Amendment and Modification of this Policy 44
SOCIAL MEDIA POLICY 45
EQUIPMENT POLICY 46
Laptop Computers 47
LAPTOP COMPUTERS 47
CELL PHONE POLICY 48
TELEPHONE CALLS AND TEXTING 48
PERSONAL PHONE AND PERSONAL CELL PHONE USE 48
NO SOLICITATION/DISTRIBUTION POLICY 49
Definitions 50
Employee Responsibility 50
NEPOTISM POLICY 50
BUILDING SECURITY/SCHOOL KEYS 51
INTERNAL INVESTIGATIONS & SEARCHES 51

VIOLENCE IN THE WORKPLACE 52
SECTION 11 - STANDARDS OF CONDUCT 53
PERSONAL STANDARDS 53
PUBLIC IMAGE/DRESS CODE 53
PERSONAL APPEARANCE/STANDARDS OF DRESS 53
DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS 54
STAFF-STUDENT INTERACTIONS 54
Boundaries Defined 54
Acceptable and Unacceptable Behaviors 54
Unacceptable Behaviors 54
Acceptable Behaviors 55
Boundaries Reporting 56
Investigating 56
Consequences 56
CUSTOMER & PUBLIC RELATIONS 56
STANDARDS OF CONDUCT AND CIVILITY 57
PROHIBITED CONDUCT 57
CONFIDENTIAL INFORMATION 58
CONFLICTS OF INTEREST 59
Outside Employment 59
EXPENSE REIMBURSEMENT POLICY 60
General guidelines 60
Travel guidelines 60
Cell Phone Reimbursement 61
SECTION 12 - SAFETY 62
SUBSTANCE AND ALCOHOL POLICY 62
SMOKING 63
SECURITY 63
PARKED VEHICLES 64
USE OF PERSONAL VEHICLE FOR SCHOOL BUSINESS 64
PERSONAL AUTOMOBILE 64
PERSONAL PROPERTY 64
SAFETY POLICY 64
ERGONOMICS 64
CHEMICAL EXPOSURE WARNING 65
SECTION 13 - TERMINATION 66
VOLUNTARY TERMINATION 66
INVOLUNTARY TERMINATION 66

EXIT INTERVIEWS 66
VERIFICATION AND REFERENCE POLICY 66
EMPLOYEE HANDBOOK ACKNOWLEDGEMENT 67

SECTION 1 – WELCOME

WELCOME TO TEACH Public Schools!

We are happy to have you join us at TEACH Public Schools. We believe our school is truly unique. We serve a diverse group of talented and hardworking students. We regard the work we do as being of utmost importance. Therefore, we have very high expectations for professionalism and performance for each one of our employees. All employees should treat all individuals, including students, teachers, administrators, volunteers, and family members, with respect, and approach all situations as opportunities to learn.

This handbook has been written to provide you with an overview of TEACH Public Schools, its personnel policies and procedures, and your benefits as a TEACH Public Schools employee.

This handbook is intended to explain in general terms those policies that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this handbook thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment. No TEACH Public Schools guideline, practice, manual or rule may alter the “at-will” status of your relationship with TEACH Public Schools.

In order to retain necessary flexibility in the administration of its policies, procedures and benefits, TEACH Public Schools reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever TEACH Public Schools determines that such action is warranted. For these reasons, we urge you to check with the Human Resources Department to obtain current information regarding the status of any particular policy, procedure or practice. This handbook supersedes and replaces all previous personnel policies, practices and procedures.

I welcome you and wish you great success and fulfillment at TEACH Public Schools.

Sincerely
Matt Brown, Executive Director
TEACH Public Schools

SECTION 2 – GENERAL

This handbook serves as a guide for the employer/employee relationship. This handbook applies to faculty and staff at TEACH Public Schools. The standards of conduct apply to all individuals who work on the school premises including independent contractors, vendors, and visitors. Unless otherwise indicated, a benefit, policy, program, or procedure applies, or is available, to ALL eligible employees.

This handbook contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your supervisor or the Human Resources Department. You are responsible for reading, understanding, and complying with the provisions of this Handbook. Our objective is to provide you with a work environment that is constructive to both personal and professional growth.

Neither this handbook nor any other TEACH Public Schools document confers any contractual right, either express or implied, to remain in TEACH Public School's employ, nor does it guarantee any fixed term or condition of your employment. Except as otherwise provided in an executed employment agreement, your employment is not for any specified period of time and may be terminated at will, with or without cause and without prior notice, by TEACH Public Schools or you may resign for any reason at any time.

No supervisor or other representative of TEACH Public Schools except the Executive Director or CFO/COO, with the approval of the Board of Directors, has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. Second, the procedures, practices, policies and benefits described herein may be modified or discontinued from time to time with or without advance notice. We will try to inform you of any changes as they occur.

Finally, this handbook contains proprietary information that should not be disclosed outside TEACH Public Schools, other than to individuals affiliated with TEACH Public Schools whose knowledge of the information is required in the normal course of business.

SECTION 3 – OUR MISSION and VISION

MISSION STATEMENT

At TEACH Public Schools, is to revolutionize education by establishing, operating and supporting schools that inspire a passion for learning and equip students with the knowledge, skills, and character to thrive in an ever-evolving world. We are committed to fostering a culture of innovation, inclusivity, and excellence in every educational institution we create, ensuring that each student reaches their full potential and becomes a positive force for change in society.

VISION STATEMENT

Our vision is to transform communities through education, where every child has access to world-class schools that nurture intellectual curiosity, critical thinking, and a love for lifelong learning. TEACH Public Schools envisions a future where educational equity is realized and innovative teaching practices prepare students to tackle complex challenges, embrace diversity, and contribute meaningfully to their local and global communities. At TEACH Public Schools, we strive to be at forefront of educational excellence, empowering the next generation of the leaders and change-makers to shape a brighter and more compassionate world.

SECTION 4 – EMPLOYMENT

EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

AT WILL EMPLOYMENT

We believe that an employment relationship is successful as long as both parties are mutually satisfied. Accordingly, both you and TEACH Public Schools will have the right to terminate your employment and all related compensation and benefits at any time, with or without cause and with or without notice. In addition, TEACH Public Schools may eliminate or change any term or condition of your employment (including but not limited to your job assignment, duties, or salary) at will, at any time, for any reason not prohibited by law, with or without cause and with or without previous notice.

This is called “employment at will,” and no one other than the Executive Director or CFO/COO TEACH Public Schools, with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Executive Director and CFO/COO. Statements of specific grounds for termination set forth in this Handbook, or elsewhere, are not all-inclusive and are not intended to restrict TEACH Public School’s right to terminate at-will.

EQUAL EMPLOYMENT OPPORTUNITY

TEACH Public Schools is an equal opportunity employer. In accordance with applicable law, the School prohibits discrimination against any employee or applicant for employment on the basis of an individual’s protected status, including race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), color, religious creed (which includes, without limitation to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), use of cannabis/marijuana off the job and away from the workplace, genetic information, age (forty (40) and over), sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical and other protected leaves, domestic violence victim status, political affiliation, or any other consideration protected by applicable law. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics. The school will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the school will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to the school. An

applicant or employee who believes they 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.

<u>What is Harassment?</u>

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.

What is abusive conduct/workplace bullying?

- Conduct of an employee in the workplace that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer's legitimate business interests. Examples may include:

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.

What is Retaliation?

Retaliation against an individual for reporting or threatening to report harassment, discrimination or for participating in an investigation of a claim of such conduct is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

As used in this policy, "retaliation" means taking any adverse employment action against an employee because the employee engaged in protected activity pursuant to this policy. Protected activity may include, but is not necessarily limited to, reporting or assisting in reporting suspected violations of this policy, cooperating or participating in investigations or proceedings arising out of a violation of this policy, or engaging in any other activity protected by applicable law.

As used in this policy, an "adverse employment action" means conduct or an action that materially affects the terms and conditions of the employee's employment status or is reasonably likely to deter the employee from engaging in further protected activity. Adverse employment actions may include, but are not limited to, the following: demotion; suspension; reduction in pay; denial of a merit salary increase; failure to hire or consider for hire; refusing to promote or consider for promotion because of reporting a violation of this policy; harassing another employee for filing a complaint; denying employment opportunities because of making a complaint or for cooperating in an investigation; changing an employee's work assignments for identifying harassment or other forms of discrimination in the workplace; treating an employee differently such as denying an accommodation; not talking to an employee (the "cold shoulder") when

otherwise required by job duties; or otherwise excluding the employee from job-related activities because of engagement in activities protected under this policy.

Any retaliatory adverse action because of a protected activity will not be tolerated. If an employee believes they have been subjected to, has witnessed, or has knowledge of retaliation in violation of this policy, please follow the complaint procedure outlined below.

Responsibility

All TEACH Public Schools employees have a responsibility for keeping our work environment free of harassment, discrimination, retaliation and abusive conduct in accordance with this policy.

Reporting

TEACH Public Schools strongly encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been subjected to such conduct should immediately discuss their concerns with their immediate supervisor, or Human Resources Department. All employees who witness potential violations of this policy, and particularly supervisors, are required to immediately report such incidents to Human Resources. Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to Human Resources Department. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination. There is no requirement to report your complaint to any designated supervisor within TEACH Public Schools. Select the individual supervisor with whom you feel the most comfortable discussing your complaint. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint.

Every effort will be made to keep such reports as confidential as possible, although confidentiality cannot be guaranteed. TEACH Public Schools is serious about enforcing its policy against discrimination, harassment and retaliation; however, TEACH Public Schools cannot resolve potential violations that it does not know about. Therefore, employees are responsible for bringing any such problems to TEACH Public School's attention so it can take whatever steps are necessary to correct the problems.

All complaints submitted pursuant to this policy can be done in writing or verbally. Your complaint should be specific and should include the names of the individuals involved, the names of any witnesses, and any supporting documentation. Employees may choose to submit their complaints anonymously. Anonymous complaints can be brought to the Human Resources Department in person, or via email: hr@teachps.org

Investigation/Complaint Procedure

All complaints of unlawful harassment, discrimination or retaliation will be promptly investigated.

TEACH Public Schools encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

TEACH Public School's investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigatory process to the extent possible and consistent with

adequate investigation methods and appropriate corrective actions. The school has a compelling interest in protecting the integrity of its investigations. In every investigation, the school has a strong desire to protect witnesses from harassment, intimidation and retaliation, to keep evidence from being destroyed, to ensure that testimony is not fabricated, and to prevent a cover-up. If the School reasonably imposes a confidentiality requirement and you do not maintain such confidentiality, you may be subject to disciplinary action up to and including immediate termination.

All employees are required to fully cooperate with TEACH Public School's investigation, which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.
During the investigation, TEACH Public Schools will provide regular progress updates, as appropriate, to those directly involved. TEACH Public Schools will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected and credibility of the witnesses.

TEACH Public Schools may investigate conduct in the absence of a formal complaint if the TEACH Public Schools has reason to believe that an individual has engaged in conduct that violates TEACH Public Schools policies or applicable law. Further, TEACH Public Schools may continue its investigation even if the original complainant withdraws their complaint during the course of the investigation.

Any conduct which TEACH Public Schools believes constitutes harassment, discrimination, abusive conduct, or retaliation in violation of this policy will be dealt with appropriately. Corrective action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as TEACH Public Schools believes is appropriate under the circumstances. Due to privacy protections, the TEACH Public Schools may not be able to fully disclose its entire decision regarding corrective action to the complainant. False and malicious complaints of harassment, discrimination, abusive conduct, or retaliation as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action.

Conclusion
This policy was developed to ensure that all employees work in an environment free from harassment, discrimination, abusive conduct and retaliation. Any employee who has questions or concerns about these policies should talk with the Human Resources Director or Human Resources Manager.

If you believe you have experienced discrimination or harassment you may file a California Civil Rights Department ("CRD") or Equal Employment Opportunity Commission complaint. For information contact the CRD or EEOC. You may find their phone numbers online at www.eeoc.gov 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 or Human Resources Manager.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and, in a manner, intended to protect confidentiality to the extent possible, consistent with a full and fair investigation. Information will be disclosed only as it is necessary to complete the investigation and resolve the matter. The Human Resources Director and a member of TEACH Public Schools management will conduct the investigation or designate other internal or external parties to conduct the investigation. The investigating parties may notify the concerned individuals of their findings as appropriate.

OPEN COMMUNICATION POLICY

We want to hear from you. TEACH Public Schools strongly encourages employee participation in decisions affecting their employment and their daily professional responsibilities. Our greatest strength lies in our employees and our ability to work together. We encourage open communication about all aspects of our school and organization. Employees are encouraged to openly discuss with their supervisors any problems or suggestions they believe would make our organization better and stronger. TEACH Public Schools is interested in all our employee's success and fulfillment. We welcome all constructive suggestions and ideas.

Employees who have work-related concerns or complaints are encouraged to discuss them with the Human Resources Department. Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. TEACH Public Schools will attempt to keep the employee's concerns and complaints confidential to the extent feasible. However, in the course of resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law. Employees with concerns or complaints relating to harassment, discrimination or retaliation should follow the reporting procedure outlined in this Handbook.

LACTATION ACCOMMODATION POLICY

TEACH Public Schools provides a reasonable amount of break time to accommodate an employee's need to express breast milk for the employee's infant child.

A private location to express breast milk will be provided in close proximity to the employee's work area. The employee's normal work area may be used if it allows the employee to express milk in private. In certain circumstances, a temporary location, multipurpose room, or shared space may be provided in accordance with applicable law. The location will also meet the following requirements: not be a bathroom or restroom; be free from intrusion; be shielded

from view; be safe, clean, and free of toxic or hazardous materials; contain a surface to place a breast pump and personal items; contain a place to sit; and have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump. In addition, the school shall provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the employee's work area. If a refrigerator cannot be provided, the school may provide another cooling device suitable for storing milk, such as a School-provided cooler.

An employee who would like to request an accommodation to express milk should complete an accommodation request form and contact the employee's supervisor or Human Resources Department. The school will engage the employee in an interactive process with the employee to determine when and where lactation breaks will occur, and will respond accordingly, generally within two business days. The school reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

Employees requesting an accommodation under this policy should comply with the following requirements:
1. The employee should [complete an accommodation request form and] contact their Human Resources Department to request designation of a location and time to express breast milk under this policy.
2. The requested break time should, if possible, be taken concurrently with other scheduled break periods. Non-exempt employees should clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid.

Retaliation for making a lactation accommodation request is strictly forbidden. If the employee believes the employee has been retaliated against it should be reported immediately to Human Resources. Discrimination against and harassment of lactating employees in any form is unacceptable will not be tolerated at TEACH Public Schools and will be handled in accordance with TEACH Public School's policy on discrimination and harassment.

If any employee believes that they have experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may also file a complaint with their supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office by phone or visit a local office by finding the nearest one on our website: www.dir.ca.gov/dlse/DistrictOffices.htm. 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
- Farm Workers 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.

Classroom and School Displays

As a public school, TEACH determines the content displayed in its classrooms and other school-controlled instructional spaces as part of its educational program. Materials displayed by employees in these spaces are made in the course of employment and represent the school rather than the individual employee.
Employee displays in these spaces are limited to: (a) materials directly related to the approved curriculum being taught; (b) student work; (c) required school notices and legally mandated postings; (d) schoolwide programs; and (e) school-sponsored events and activities.
Employees may not display personal flags, signs, symbols, posters, or other materials representing political, religious, ideological, social, or advocacy causes or movements, except where the material is part of the approved curriculum or instruction.
Nothing in this section limits or alters displays required by law, including display of the flag of the United States and the flag of the State of California and the conduct of patriotic exercises.
This section applies to all employees on a viewpoint-neutral basis and is enforced uniformly regardless of the particular cause, position, or movement a display may concern.
Nothing in this section restricts employees' legally protected rights to communicate regarding wages, hours, or other terms and conditions of employment, or to engage in protected concerted or organizing activity.

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

<u>Meal Periods</u>

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

School site employees do not earn or accrue vacation time or vacation payout because days off are built into the annual work calendar. Full-time, salaried CMO employees earn vacation time based on the number of years of continuous service in an eligible position. Vacation accrues from the date of hire. Vacation must be approved by a supervisor 30 days in advance. The table below shows annual accrual rates:

Years of Continuous Eligible Service	Annual Time Provided	Maximum Accrual Allowed	Maximum Annual Cash Out Option
1-3 years	15 days	20 days	na
4-6 years	18 days	23 days	
7-9 years	23 days	28 days	
10+ years	26 days	32 days	

Paid Sick Leave

All emplotyees accrue six (6) days of sick leave per year.
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.

Definitions
Work time: any time when employees are engaged in or required to be performing work tasks or are otherwise "on the clock." Work time does not include break periods, meal times, or other periods during the workday when employees are properly not engaged in performing their work tasks.

Work areas: all areas controlled by the school where employees are performing work, except employee break areas, and parking lots (non-work areas).

Employee Responsibility
If you have a need to solicit and/or distribute materials on school premises, it must be in compliance with this policy. If you have questions, talk with the Human Resources. If solicitation or distribution is conducted within the parameters of this policy, the manner of activities must not harass or intimidate other employees. If you are subjected to such behavior at any time, report the activity to your supervisor. If solicitation or distribution occurs while you are working, report the activity to the Human Resources Department.

NEPOTISM POLICY

TEACH Public Schools permits the employment of qualified relatives of employees, of the employee's household or immediate family as long as such employment does not, in the opinion of TEACH Public Schools, create actual conflicts of interest. For purposes of this policy, "qualified relative" is defined as a spouse, registered domestic partner, child, parent, sibling, grandparent, grandchild, aunt, uncle, niece, nephew, first cousin, corresponding in-law, "step" relation, adoptive relative, guardian, ward, or any member of the employee's household. "Qualified relative" also includes

persons engaged in amorous relationships, meaning a relation in which persons voluntarily have a physical relationship or are engaged in a romantic courtship (e.g. dating or engaged) that may or may not have been consummated. TEACH Public Schools will use sound judgment in the placement of related employees in accordance with the following guidelines:

A qualified relative is permitted to work in the same department, provided no direct reporting or supervisor-to-subordinate relationship exists. That is, no employee is permitted to work within "the chain of command" when one qualified relative's work responsibilities, salary, hours, career progress, benefits, or other terms and conditions of employment could be influenced by the other relative.

Qualified relatives may have no influence over the wages, hours, benefits, career progress and other terms and conditions of the other related staff members.

Current employees who marry will be permitted to continue working in the same job positions held only if they do not work in direct supervisory relationship with one another or in job positions involving conflicts of interest. If relatives are found to be employed in any of these prohibited job positions, the school will take action to eliminate the conflict, including possibly requiring one or both employees to accept a transfer to another position or to resign. The BOARD OF DIRECTORS must approve any exceptions to this policy.

BUILDING SECURITY/SCHOOL KEYS

All employees who are issued keys to the office and classrooms are responsible for their safekeeping

You will be assigned all appropriate building keys needed to conduct your daily job responsibilities. You are responsible for all keys. Duplication of any school key is not allowed and strictly prohibited. It is against School policy to loan or distribute your assigned keys to another employee or non-employee of the school. If your school keys are lost, misplaced, destroyed, or stolen, you must report it immediately to the Human Resources Department.

The last employee, or a designated employee, who leaves the office and /or the school site at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with exception of the lights normally left on for security purposes. Employees are not allowed on school property before or after hours without prior authorization.

INTERNAL INVESTIGATIONS & SEARCHES

From time to time TEACH Public Schools may conduct internal investigations pertaining to security, auditing, or work-related matters. Employees are required to cooperate fully with and assist in these investigations if required to do so.

Whenever necessary, in TEACH Public School’s discretion, employees’ work areas (i.e. desks, file cabinets, lockers, etc.) may be subject to a search without notice. Employees are required to cooperate. Because even a routine search for TEACH Public Schools property might result in the discovery of an employee’s personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to TEACH Public Schools. Employees have no expectation of privacy in their work areas.

VIOLENCE IN THE WORKPLACE

TEACH Public Schools has adopted a policy prohibiting workplace violence including a Workplace Violence Prevention Plan. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect TEACH Public Schools or which occur on TEACH Public Schools property will not be tolerated. Examples of workplace violence include, but are not limited to, the following:

All threats or acts of violence occurring on TEACH Public Schools premises, regardless of the relationship between TEACH Public Schools and the parties involved.

All threats or acts of violence occurring off TEACH Public Schools premises involving someone who is acting in the capacity of a representative of TEACH Public Schools.

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual
- Threatening an individual or their family, friends, associates, or property with harm
- Intentional destruction or threatening to destroy TEACH Public Schools property
- Making harassing or threatening phone calls
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapons

TEACH Public School's prohibition against threats and acts of violence applies to all persons involved in TEACH Public School's operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers and anyone else, including parents on TEACH Public Schools property. Violations of this policy by any individual on TEACH Public Schools property will lead to disciplinary action, up to and including termination and/or legal action as appropriate. All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors or to the Human Resources Department.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the incident to Human Resources.

Employees should immediately inform their supervisor or Human Resources Department about any workplace security hazards. If these individuals are not available, the employee should immediately inform any other supervisor so that appropriate action can be taken.
There will be no retaliation against any employee who brings a complaint in good faith under the Violence in the Workplace Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

In certain circumstances, the school may seek a workplace violence restraining order on behalf of one or more employees in furtherance of its commitment to providing a workplace that is free from acts of violence or threats of violence.

SECTION 11 - STANDARDS OF CONDUCT

PERSONAL STANDARDS

Each employee must be neatly groomed and wear clothing that is professional and appropriate for the employee's position. The principal will inform you of any special clothing requirements. Employees will not be permitted to wear clothing or otherwise present an appearance that may cause disruption, be taken as offensive or reduce productivity. If you are assigned a school uniform, your uniform must be clean and presentable when you report to work.

PUBLIC IMAGE/DRESS CODE

The following items are considered inappropriate working attire for TEACH Public Schools employees:

- Spaghetti-strapped shirts
- Tank tops or revealing
- Short apparel of any kind
- Sheer clothing
- T-shirts with inappropriate or offensive gestures or advertising.
- Leggings and Jeans
- Open-toe shoes of any kind

The principal will be the final arbiter of what is considered to be inappropriate attire. You may be required to return home to change clothing if deemed necessary. Non-exempt employees will not be paid for time away from work to change attire. If management occasionally designates "casual days," appropriate guidelines will be provided to you.

Consult your supervisor if you have any questions regarding appropriate attire.

PERSONAL APPEARANCE/STANDARDS OF DRESS

The Board of Directors believes that teachers and other TEACH Public Schools staff serve as role models. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

The Board of Directors encourages staff, during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all staff shall adhere to the following standards of dress:

- Clothing and jewelry must be safe and appropriate to the educational environment.
- All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in any apparel that are no higher than three (3) inches above the knee.
- Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, the Executive Director must grant prior approval.
- Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- For safety purposes, earrings must not dangle more than one (1) inch below the ear.
- Clothing or jewelry that depict and/or promote gangs (as defined in Ed. Code § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- Appropriate shoes must be worn at all times.
- Executive Director will be the final arbiter of what constitutes appropriate dress and attire.

DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

It is the policy of TEACH Public Schools that no teacher or other staff member will use corporal punishment against a student. This prohibition includes spanking, slapping, pinching, hitting, tying, taping, or the use of any other physical force as retaliation or correction for inappropriate behavior.

STAFF-STUDENT INTERACTIONS

Boundaries Defined

For the purposes of this policy the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behaviors

Some activities may seem innocent from a staff member's perspective but may be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or "grooming." Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. If a student specifically requests that they not be touched, then that request must be honored. Violations could subject the teacher or staff member to discipline up to and including termination. Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior we intend to address by this policy.

- Giving gifts to an individual student that are of a personal and intimate nature (including photographs); or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or School Leader. It is recommended that any such gifts be filtered through the Human Resources along with the rationale therefor.
- Kissing of ANY kind
- Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 plan.]
- Full frontal or rear hugs and lengthy embraces
- Sitting students on one's lap (grades 3 and above)
- Touching buttocks, thighs, chest or genital area
- Wrestling with students or other staff member except in the context of a formal wrestling program
- Tickling or piggyback rides
- Any form of sexual contact
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Furnishing alcohol, tobacco products, or drugs or failing to report knowledge of such
- "Dating" or "going out with" a student

- Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
- Taking photographs or videos of students for personal use or posting online
- Undressing in front of a student
- Leaving campus alone with a student for lunch
- Sharing a bed, mat, or sleeping bag with a student
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
- Listening to or telling stories that are sexually oriented
- Discussing your personal troubles or intimate issues with a student
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without the express, advance written permission of the Human Resources and the student's parent or legal guardian
- Being alone in a room with a student at school with the door closed and/or windows blocked from view
- Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
- Staff mirroring the immature behavior of minors
- Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.

<u>Acceptable Behaviors</u>

- 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 CFO/COO of TEACH Public Schools. Employees who have incurred business expenses should submit required receipts to the school business office within 30 days of incurring the expense.

TEACH Public Schools expects employees to act responsibly and professionally when incurring and submitting expenses. The organization will reimburse employees for reasonable expenses on pre-approved business. This includes, for example, travel fares, accommodations, meals, tips, telephone and fax charges, and purchases made on behalf of the organization.

TEACH Public Schools does not pay for local travel to and from the office (regular commute). If employees use their vehicles for business travel, mileage will be reimbursed as per the IRS current mileage rates and for appropriate parking fees. TEACH Public Schools will not be responsible for fuel, maintenance, traffic or parking violations.

General guidelines

- Original receipts are required for reimbursement of all expenses except for per diems. These expenses include:
- Original boarding passes for airplane / train travel
- Credit card receipts
- Detailed merchant receipts

Receipts must be accompanied by a summary which outlines:

- The nature of the expense
- The name and titles of the individuals involved
- The purpose for the expense

Expense summaries must be submitted with receipts and approved by the CFO/COO.
All expenses and summaries must be submitted within 30 days to CFO/ COO for payment.

Travel guidelines

Employees are required to fly coach class with the lowest available airfare for non-stop travel.

If a car rental is required, employees are requested to rent mid-sized or compact vehicles. Employees will be reimbursed for the fuel costs associated with renting a vehicle.

Employees will be reimbursed for reasonable hotel accommodations. Discounted room rates should be requested at the time of room booking.

For work-related trips, employees will be eligible for reimbursement of actual expenses up to a maximum of $750 per day. Reimbursements will not be paid where other meal arrangements are provided. For example, a luncheon included with an event.

The following list includes examples of non-reimbursable expenses:

- Personal travel insurance
- Personal reading materials
- Childcare
- Toiletries, cosmetics, or grooming products

- Expenses incurred by spouses, children, or relatives
- In-room movies or video games
- Sporting activities, shows, etc.
- Alcohol with meals

Any questions related to the content of this policy or its interpretation should be directed to Director of Business Operations.

Cell Phone Reimbursement

All School employees who are required to use their personal cell phones for work-related purposes are eligible for a reimbursement of $35.00 - $50.00 per month for a personal cell phone plan. This amount is intended to cover the proportion of the employee's personal cell phone plan which is used for work purposes. If an employee believes this amount is insufficient, the employee must provide the school with a copy of their most recent cell phone bill in the employee's name (either as the primary account holder or a user of the plan) as valid documentation that the employee has incurred an expense higher than the normal reimbursement. The school may periodically request follow-up documentation to verify that the employee is incurring the expense. If you believe you are entitled to an additional amount, please contact Human Resources.

SECTION 12 - SAFETY

SUBSTANCE AND ALCOHOL POLICY

It is the intent of TEACH Public Schools to promote a safe, healthy and productive work environment for all employees. The school recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations or School success.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana, marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

The school complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia or alcohol during working hours, including meal and break periods, or in the presence of pupils;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol while attending a school function or event;

- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the school's premises;
- Refusing to submit to an inspection or testing when requested by administration;
- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the school's premises and/or attending a school function or event.
- Conviction under any criminal drug statute for a violation occurring in the workplace, including failure to notify the school in writing of employee's conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction; or
- Failure to keep all prescribed medicine in its original container.

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed marijuana) should not report to work. In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to the Human Resources Department. The Director of Human Resources will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students.

Employees taking physician-prescribed medication which will not impair their job performance may be required to present a statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform their specific job duties. This policy does not require or request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in their possession on the school premises any prescription medication other than medications currently prescribed by a physician for the employee.

TEACH Public Schools will not discriminate against employees for the use of cannabis/marijuana off the job and away from the worksite, nor will TEACH Public Schools take disciplinary action against employees for such use, so long it does not result in the employee being under the influence of marijuana while on the job (e.g., using marijuana off-duty and outside of work and then coming to work while still under the influence/impaired).

This policy will not be construed to prohibit the use of alcohol at social or business functions sponsored by the school where alcohol is served. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing the school.

The school may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. This may include desks, storage areas and rooms normally used to store employees' personal property. As a result, employees do not have an expectation of privacy in this regard.

Violation of this Drug and Alcohol Policy may result in disciplinary action, up to and including termination, at the school's sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Drug and Alcohol Policy is a condition of employment at the school. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, the school may report such illegal drug activities to an appropriate law enforcement agency.
The school may require a test by intoxicator, blood test, urinalysis, medical examination of those persons whom the school reasonably suspects of using, possessing, or being under the influence of a drug or alcohol or is acting in such manner that they may harm themselves or another employee during the work day.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. The school shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee 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 Approved Updates to TEACH Prep's Daily Schedule

Section: III. Items for Potential Action
Item: R. Consider and Approved Updates to TEACH Prep's Daily Schedule
Purpose: Vote
Submitted by:
Related Material:
2026-27 TEACH Instructional Calendar & Bell Schedules - TPES Revised v3.0 09282026.pdf

2026–2027 Bell Schedule

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

Regular and Minimum Day & Early Dismissal schedules by grade band

Transitional Kinder & Kinder · 1750 "Lower" Campus

TRANSITIONAL KINDERGARTEN

Regular Schedule · Mon, Tue, Thu & Fri

Start	End	Session	Minutes
7:55 AM	8:10 AM	Breakfast (Grab-and-Go)	15
8:15 AM	9:00 AM	Instructional Time 1	45
9:00 AM	9:30 AM	Nutrition	30
9:30 AM	11:00 AM	Instructional Time 2	90
11:00 AM	11:30 AM	Lunch	30
11:30 AM	2:00 PM	Instructional Time 3	150
		Daily Instructional Minutes	**285**

Minimum Day & Early Dismissal Schedule

Start	End	Session	Minutes
7:55 AM	8:10 AM	Breakfast (Grab-and-Go)	15
8:15 AM	9:00 AM	Instructional Time 1	45
9:00 AM	9:30 AM	Nutrition	30
9:30 AM	11:00 AM	Instructional Time 2	90
11:00 AM	11:30 AM	Lunch	30
11:30 AM	12:30 PM	Instructional Time 3	60
		Daily Instructional Minutes	**195**

KINDERGARTEN

Regular Schedule · Mon, Tue, Thu & Fri

Start	End	Session	Minutes
7:55 AM	8:10 AM	Breakfast (Grab-and-Go)	15
8:15 AM	9:00 AM	Instructional Time 1	45
9:00 AM	9:30 AM	Nutrition	30
9:30 AM	11:00 AM	Instructional Time 2	90
11:00 AM	11:30 AM	Lunch	30
11:30 AM	2:15 PM	Instructional Time 3	165
		Daily Instructional Minutes	**300**

Minimum Day & Early Dismissal Schedule

Start	End	Session	Minutes
7:55 AM	8:10 AM	Breakfast (Grab-and-Go)	15
8:15 AM	9:00 AM	Instructional Time 1	45
9:00 AM	9:30 AM	Nutrition	30
9:30 AM	11:00 AM	Instructional Time 2	90
11:00 AM	11:30 AM	Lunch	30
11:30 AM	12:45 PM	Instructional Time 3	75
		Daily Instructional Minutes	**210**

Grades 1 through 5 · 8505 "Upper" Campus

GRADES 1 & 2

Regular Schedule · Mon, Tue, Thu & Fri

Start	End	Session	Minutes
7:55 AM	8:10 AM	Breakfast (Grab-and-Go)	15
8:15 AM	9:00 AM	Instructional Time 1	45
9:00 AM	9:30 AM	Nutrition	30
9:30 AM	11:00 AM	Instructional Time 2	90
11:00 AM	11:30 AM	Lunch	30
11:30 AM	2:30 PM	Instructional Time 3	180
		Daily Instructional Minutes	**315**

Minimum Day & Early Dismissal Schedule

Start	End	Session	Minutes
7:55 AM	8:10 AM	Breakfast (Grab-and-Go)	15
8:15 AM	9:30 AM	Instructional Time 1	75
9:30 AM	10:00 AM	Nutrition	30
10:00 AM	12:35 PM	Instructional Time 2	155
12:35 PM	12:50 PM	Grab 'n Go Lunch	15
		Daily Instructional Minutes	**230**

GRADE 3

Regular Schedule · Mon, Tue, Thu & Fri

Start	End	Session	Minutes
7:55 AM	8:10 AM	Breakfast (Grab-and-Go)	15
8:15 AM	9:35 AM	Instructional Time 1	80
9:35 AM	10:05 AM	Nutrition	30
10:05 AM	11:35 AM	Instructional Time 2	90
11:35 AM	12:05 PM	Lunch	30
12:05 PM	2:45 PM	Instructional Time 3	160
		Daily Instructional Minutes	**330**

Minimum Day & Early Dismissal Schedule

Start	End	Session	Minutes
7:55 AM	8:10 AM	Breakfast (Grab-and-Go)	15
8:15 AM	10:05 AM	Instructional Time 1	110
10:05 AM	10:35 AM	Nutrition	30
10:35 AM	12:45 PM	Instructional Time 2	130
12:45 PM	1:00 PM	Grab 'n Go Lunch	15
		Daily Instructional Minutes	**240**

GRADES 4 & 5

Regular Schedule · Mon, Tue, Thu & Fri

Start	End	Session	Minutes
7:55 AM	8:10 AM	Breakfast (Grab-and-Go)	15
8:15 AM	10:10 AM	Instructional Time 1	115
10:10 AM	10:40 AM	Nutrition	30
10:40 AM	12:10 PM	Instructional Time 2	90
12:10 PM	12:40 PM	Lunch	30
12:40 PM	3:00 PM	Instructional Time 3	140
		Daily Instructional Minutes	**345**

Minimum Day & Early Dismissal Schedule

Start	End	Session	Minutes
7:55 AM	8:10 AM	Breakfast (Grab-and-Go)	15
8:15 AM	10:40 AM	Instructional Time 1	145
10:40 AM	11:10 AM	Nutrition	30
11:10 AM	1:00 PM	Instructional Time 2	110
1:00 PM	1:15 PM	Grab 'n Go Lunch	15
		Daily Instructional Minutes	**255**

Instructional minutes count Instructional Time blocks only; breakfast, nutrition, lunch, and passing time are excluded. Shaded rows are meal periods.

Instructional Minutes Compliance · Ed Code §47612.5

Instructional Days: 141 Regular + 39 Minimum Day = 180 days · Charter minimum: 175 days — **Meets**

Grade	Regular Days (141 days)	Minimum Days (39 days)	Total	Required	Over / (Under)	Status
TK	40,185	7,605	**47,790**	36,000	11,790	**Meets**
K	42,300	8,190	**50,490**	36,000	14,490	**Meets**
Grades 1 & 2	44,415	8,970	**53,385**	50,400	2,985	**Meets**
Grade 3	46,530	9,360	**55,890**	50,400	5,490	**Meets**
Grade 4	48,645	9,945	**58,590**	54,000	4,590	**Meets**
Grade 5	48,645	9,945	**58,590**	54,000	4,590	**Meets**

Board Approved: _____